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**TECHNIQUES TO DEVELOP STUDENTS' ENGLISH VOCABULARY
IN FORM 2**

DIPLOMA PAPER

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**PAŅĒMIENI SKOLĒNU ANĢĻU VALODAS VĀRDU KRĀJUMA
ATTĪSTĪBAI 2. KLASĒ**

DIPLOMDARBS

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DECLARATION OF ACADEMIC INTEGRITY

I declare that this study is my own and does not contain any unacknowledged work from any source.

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ABSTRACT

The aim of the Diploma Paper “Techniques to Develop Students’ English Vocabulary in Form 2” is to find out how English vocabulary teaching techniques help to develop learners’ vocabulary in Form 2.

Theoretical research of literature and a case study of 11 students in Form 2 with the use of such data collection methods as tests, questionnaire and observation, showed that young learners enjoy learning new words with pictures, drawings, videos, rhymes, poetry, songs, and miming, but such techniques as filling the blanks and matching are considered more complex. According to the analysis of the test and questionnaire of learners, the use of these techniques improves children’s ability to memorize words and use them in their active vocabulary.

Based on the conclusions in the Diploma Paper, recommendations on the choice of techniques to develop students’ English vocabulary in Form 2 have been provided and some additional guidelines for teaching vocabulary to young learners are presented.

Keywords: English vocabulary, techniques, young learners, videos and songs, miming and matching, memorizing.

ANOTĀCIJA

Diplomdarba „Paņēmieni skolēnu angļu valodas vārdu krājuma attīstībai 2. klasē” mērķis bija noskaidrot, kā angļu valoda vārdu krājuma attīstības paņēmieni palīdz pilnveidot skolēnu vārdu krājumu otrajā klasē.

Literatūras teorētiskais apskats un 11 skolēnu atsevišķa gadījuma pētījums ar tādām datu vākšanas metodēm kā testi, aptauja un novērošana parādīja, ka gados jauniem skolēniem patīk mācīties jaunus vārdus ar attēliem, zīmējumiem un video, dzeju un dziesmām, pantomīmu, bet tādas tehnikas kā tukšu vietu aizpildīšana, savienošana ir sarežģītākas. Iegūtie testa un aptaujas rezultāti liecina, ka šādu tehniku izmantošana ļauj uzlabot bērnu spēju atcerēties vārdus un izmantot tos savā aktīvajā vārdu krājumā.

Pamatojoties uz diplomdarba secinājumiem, tika izstrādātas rekomendācijas paņēmieni izvēlei skolēnu angļu valodas vārdu krājuma attīstībai 2. klasē, un daži papildu ieteikumi vārdu krājuma mācīšanai bērniem.

Atslēgvārdi: angļu valodas vārdu krājums, paņēmieni, jaunie skolēni, video un dziesmas, pantomīma un savienošana, atcerēšanās.

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INTRODUCTION

Learning foreign language without memorizing words is not possible, vocabulary is an essential component for developing all language acquisition related skills such as reading, speaking, listening and writing. In primary school when students start learning foreign languages, their level of proficiency is yet very low, therefore teaching vocabulary becomes one of the main tasks of English language teachers in primary school. That is why the chosen topic of the Diploma Paper is “Techniques to Develop Students’ English Vocabulary in Form 2”.

The topicality of the Diploma Paper can be explained by its theoretical, but even more the practical implications. First of all, in today’s world of information society where new technologies are evolving very fast, the way children learn has changed. Respectively, the latest literature and research should be studied in this Diploma Paper in order to find out what changes have happened. According to ETL Learning (2011: 1), “television, computers and video games all have contributed to changes in the ways a child’s brain takes new information and assimilates it”, so mainly the change has been caused by transforming social conditions. For example, children today have shorter attention span due to exposure to the mentioned above technologies (Egan, 2010); they struggle to concentrate and teachers should consider that incorporating particular activities and implementing specific techniques that help overcome this problem. The new generation of learners has even been called “digital kids” (for example by Jukes (2010) and Prensky (2001)). In addition to that, children have more access to information, they get mature quicker, and they get to know things that only adults used to know a few generations before; children today also demonstrate lower discipline. All these factors make it necessary for teachers to adjust to the changing behaviours of their students and to the changing patterns of their learning processes. Therefore the techniques of developing young learners’ English vocabulary today are different from those that were used before and that is why the chosen problem for this research is topical.

Today teachers can benefit from many different techniques for teaching vocabulary to primary school students, they can also use modern technology including multimedia, computers, video-games, which are customary for young learners. Due to the wide range of available techniques, teachers today can find the most suitable and effective ones for the particular group of students and in accordance with syllabus. However, in order to select them, teachers need to have a good theoretical background as well as experiment and use different techniques for teaching English vocabulary to primary school learners.

The **aim** of the Diploma Paper is to find out how English vocabulary teaching techniques help to develop learners' vocabulary in Form 2.

The **objectives** of the Diploma Paper are:

1. To study literature on specificity of learning and teaching English in primary school and explore techniques of teaching English vocabulary.
2. To investigate which vocabulary teaching techniques are more appropriate in primary school.
3. To draw recommendations on the implementation of techniques for teaching English vocabulary in primary school.

The **research questions** of the Diploma Paper are based on the identified aim and objectives:

- how primary school pupils learn to remember vocabulary in English;
- which vocabulary developing techniques can be used for teaching in primary school;
- which techniques for developing English vocabulary are more effective in primary school.

The **method of research** is a case study. Form 2 students are investigated in their natural context during the English language lessons. The data are collected during 8 consequent weeks of teaching (each lesson is 40 minutes long).

Methods of data collection include:

- learner's self-evaluation form to see what the student has already known ;
- learner's self-evaluation after using different techniques for teaching vocabulary;
- questionnaire for students to find out their opinion about the applied techniques for developing English vocabulary in lessons;
- observation of the English lessons in order to see students' reaction on different techniques (which they enjoyed more or less, which assignments were more difficult or easier).

The **research sample**: one group of primary school students in Form 2 which consists of 11 students. The group has 2 English lessons per week, the total number of lessons considered in the case study is 18.

Outline of chapters:

Chapter 1 focuses on the specificity of learning and memorization processes of primary school students and the importance of developing vocabulary for young learners.

Chapter 2 aims at providing theoretical framework of techniques to teach English vocabulary for young learners.

Chapter 3 represents the results of the empirical research and includes recommendations for choosing and using particular techniques for teaching English vocabulary to Form 2 pupils.

1. DEVELOPMENT OF STUDENTS' ENGLISH VOCABULARY IN PRIMARY SCHOOL

1.1 Specificity of Learning and Memorization Processes of Primary School Students

The specificity of learning and memorization processes vary by age of students, children in primary school demonstrate notably different physical, cognitive and emotional development peculiarities as compared to children in secondary school. In addition, young learners today are not processing the information the way they used to a decade or more ago. So teachers need to understand what have changed and how this change should be used in their teaching practice. Therefore it is important to focus on these distinctive features, particular focusing on Form 2 (in Latvia these are 7-9 years old learners).

A rather detailed basic description of young learners has been presented by Slattery and Willis (2001), they have indicated that young learners:

- are developing quickly as individuals;
- are able to learn in different ways (by watching, by listening etc.);
- benefit from repetition;
- struggle with understanding grammatical rules and explanations;
- may use non-verbal clues for learning;
- love to play and experiment with sounds, noises;
- use their imagination a lot.

Thus, young learners absorb information in different ways, with the help of their imagination, non-verbal and verbal clues, they enjoy playing and fun exercises, however, at the same time require repetition to remember what they have learnt.

According to Philp, Mackey and Rhonda (2008: 6), children in middle young age (they refer to 7-11 years olds):

- “become more logical as compared to even younger learners;
- are able to categorize and organize objects, but not abstract in thinking;
- can consider multiple aspects of a problem and imagine others' perspective;
- enjoy riddles and puns, as well as games;
- have a rather highly developed first language skills with increasing vocabulary size and grammatical complexity, but are not yet able to transfer it completely to second language learning practice”.

Children at the age of 7-9 have a rather short attention and concentration span (Harmer, 2007; Slattery, Willis, 2001), and some recent findings show that in the today's

information society, where new technology dominate in many spheres of human lives, the attention span has become even shorter (Egan, 2010). This is mainly due to the fact that because of television, computer, video games, which children use daily, the brain has adapted to taking new information and assimilating it in a different way (ETL Learning, 2011).

The new generation of learners is sometimes referred as “digital native” (a term created by Prensky (2005/2006). According to his findings, despite the arrival and rapid development of modern digital technology, the school stayed in the 20th centuries, while students moved to the 21st century, also as stated by Frand (2006), these new learners cannot imagine the world without digital technology. But this is changing now and schools start incorporating more recent technologies into curriculum because they understand the importance of being able to communicate with children the way they prefer and understand better. For example, children often do not need to write something down anymore, they can save it on their computer, but, confirming to Dehn (2011), writing down helps to memorize information better. Black (2010), also suggests that new generation learners think and process information differently, and some research results even show that there is a physiological difference between the brains of digital natives and previous generations.

The amount of information available to learners today is truly overwhelming this puts an already selective attention and memory at more pressure. Previously mentioned makes it hard for learners to choose what to memorize and what not to, because it is unnecessary information. Likewise causes children mature quicker than before, partially because they get access to information, which is aimed at older people, furthermore because they are able to absorb more information. However getting access to information does not always mean being able to process it effectively and comprehend it. Young learners today might encounter problems with processing information (Hall, 2006), mainly due to lack of critical thinking and analytical skills (CIBER, 2008). Though this is more appropriate to secondary school students, because young learners are yet to develop such skills, they are at their initial stage in primary school. It is evident that digital native rely heavily upon computer, mobile and similar technology and this cannot be ignored and is certainly affecting the way children learn and study.

Another issue in new generation teaching is the lack of discipline. Such a problem can arise from a number of affecting factors such as social, behavioural, emotional, but also cognitive or intellectual, anyhow, teachers today notice that “school discipline policies may not be working in the interest of common good” (Public Agenda, 2004: 2) additionally “students’ parents fail to teach their children discipline” (Public Agenda, 2004: 3). As a result children misbehave at school, do not listen to what the teacher says they hinder others’

studying too. Therefore, teachers need to deal with this problem in order to be able to teach effectively.

Consequently the reality of teaching young learners a second language today has changed, teachers need to consider that the way children retrieve and process information has changed, their attention span and ability to concentrate has shortened and their discipline has become worse. This means that the use of techniques for teaching a foreign language needs to be adapted for the new reality.

1.2 Importance of Developing Vocabulary for Young Learners

Learning any foreign language is not possible without learning the vocabulary, it is a basis for being able to speak, read, listen and write. “Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way different words do” (Tesol, 2013: Online 3). Accordingly, without knowing vocabulary, learners would not be able to understand others or express their own opinion, and ideas, subsequently there would be no ability to communicate in a foreign language.

There are some general features of vocabulary development in children:

- “comprehension occurs earlier than production;
- comprehension vocabulary increases faster than production vocabulary;
- the first recognizable word is produced by a child at the age of about 12 months;
- the acceleration of new vocabulary acquisition generally begins somewhere between 15 and 20 months” (Bloomer, Griffiths, Merrison, 2005: 321).

By the age of 7-9 children have a well-developed vocabulary in their native language, and they just begin learning a foreign language (some start earlier). Foreign language acquisition starts with vocabulary building. Learning vocabulary incorporates memorization, labelling, categorising and comprehension skills, because a learner should be not only able to label a particular object with an appropriate word, but also to understand the application or how far this concept extends. In this regard, Thornbury (2002: 18) states that learners should be able to develop a skill of “network building – constructing complex web of words, so that items like black and white, or fingers and toes, or family and brother are interconnected”. Thus, knowing a word means something more than just being able to label something with a lexical form. Table 1.2.1 demonstrates the aspects of vocabulary learning.

Table 1.2.1. Aspects of Learning/Knowing the Vocabulary (adapted from Nation, 2001: 27)

Aspect	Component	Receptive knowledge	Productive knowledge
Form	spoken	how the word sounds	how the word is pronounced
	written	how the word looks like	how the word is written and spelled
	word parts	the recognizable parts of the word	what word parts are needed to express meaning
Meaning	form and meaning	what meaning does this word form signal	what word form can be used to express this meaning
	concepts and referents	what is included in this concept	what items can the concept refer to
	associations	what other words does this make people think of	what other words could people use instead of this one
Use	grammatical functions	in what patterns the word occurs	in what patterns people must use this word
	collocations	what words/types of words occur with this one	what words or types of words must be used together with this one
	constraints on use	where, when, how often would people expect to meet this word	where, when, how often people can use this word

According to Table 1.2.1, learning vocabulary incorporates learning the form, meaning and use of words, phrases, word parts. The form involves the pronunciation and spelling of the word and its parts. Meaning is linked to understanding what the word actually means, what associations it creates and what concepts covers. Finally, the last aspect is the use of vocabulary, the ability to understand in what patterns the word is used, its collocations and constraints on use, but this generally requires deeper understanding and occurs on later learning stages. For example, Pinter (2006: 84) states that “for younger children, vocabulary and grammar should be learnt in a holistic way” because they are not ready yet for understanding complicated grammatical rules. In addition, knowing the words could be seen in terms of receptive and productive knowledge. If a learner knows the word, but does not

use it, then it is considered passive or receptive vocabulary knowledge, but when the word is used in communication it is calculated as productive knowledge. According to Milton (2009), productive vocabulary knowledge is generally less than receptive, approximately only 50-80% of receptive knowledge. Hence, children acquire vocabulary step-by-step, first they recognize the form, then construct meaning, followed by the memorization and use of the word learnt.

In primary school vocabulary teaching is usually divided by particular topics, such as “animals”, “fruit”, “school objects” etc. Teaching always start with simpler words that learners are able to understand in their mother language, so they know the concept behind the word, mostly focusing on those words that can be used in the daily communication. Celce-Murcia indicates that teaching vocabulary requires “a balanced approach that includes explicit teaching together with activities providing appropriate contexts for incidental learning” (Celce-Murcia, 2013: 286). Some additional recommendations from this author about teaching vocabulary include:

- choosing different topics in order to build a diverse vocabulary;
- integrating new words into already learnt vocabulary;
- use visualization to support learning;
- use different strategies for learning vocabulary;
- motivate learners to acquire new vocabulary on their own (Celce-Murcia, 2013).

The author of the Diploma Paper agrees that it is important to engage learners into vocabulary acquisition activities, but at such stage teachers may encounter problems due to specificity of learning processes of 7-9 years old students, such as short span of attention, weak concentration, difficulties with processing information. The use of diversified activities, incorporating new technology, using visualization and allowing children to play with language and use their imagination can contribute to deeper engagement and interest in vocabulary learning. According to Pohl (2003), not all word learning tasks are equal in difficulty because sometimes children learn new words for the concepts they already know, but sometimes they encounter words that are used for concepts they do not know yet. In primary school learners get to know many new concepts and in this case direct instruction for building up the vocabulary is needed. “Direct teaching involves the teacher explicitly teaching vocabulary as part of the curriculum through preteaching activities, an emphasis on strategies that the student can use to improve word retention, and understanding and reinforcement of vocabulary in postreading activities” (Cohen, Cowen, 2008: 246). On contrary the indirect instruction suggests using supportive environment for encouraging

social interaction and the use of language and learning through listening, reading and games. Both approaches can be used in primary school, but it is important to consider that children just start learning a foreign language at this stage, even in their mother language their reading skills, so often teachers opt for direct instruction and for those indirect instruction techniques that do not require high level of reading and listening skills, and additionally support with some information in learners' mother language.

In fact children may use a number of strategies to memorize new words. They are summarized in Table 1.2.2.

Table 1.1.2 Strategies and Techniques for Memorizing Vocabulary (adapted from Macaro, 2005)

No.	Strategy	Techniques
1	Noticing something about the word	Noticing part of a word (usually written form) Noticing the (unusual) meaning of a word Noticing the unusual position or collocations of a word
2	Writing words down in some way	Repeated copying Organized copying Writing down the way words sound and looking up in a dictionary later Writing lists Writing word cards Writing the first letter of a word Writing and linking to a graphic image Writing the word down the first language equivalent Writing the word down as part of sentence or a dialogue
3	Instant sound-link repetition (after encountering new word)	Out loud Under breath In silence in the head
4	Revision	Instant repetition and then repeating in a planner way Writing the word down on a piece of paper and placing it somewhere Planning revision over a period of time Recording the words on some sort of data storage/writing

Continuation of Table 1.2.2.

4	Revision	device, then listening and repeating Making words in a song, rhyme etc. Using the <i>look, hide, say, write, check</i> technique
5	Using the lexical item	Like in a real communicative situation
6	By making associations	Contextual Building up word-webs and word hooks Linguistic associations (mnemonics, keywords) Imagery (connecting to visual image in the mind)
7	Through collaborative learning	Acting out with a friend Talking about the lexical item to someone

The author of the Diploma Paper believes that many of these strategies and techniques are suitable to young learners, considering their learning processes specificity. For example, revision, sound-link repetition, collaborative learning, writing down to some extent. The author agrees with Harmer (2007: 15), who states that “older children have developed a greater capacity for abstract thoughts, they can talk about more abstract ideas, teasing out concepts in a way that younger children find difficult”. Older children may find it easier to activate their prior knowledge and experience because they have it, while young learners do not have relevant life experience.

According to Nunan (2011), there is no perfect method for teaching vocabulary, all of them have particular strengths and weaknesses, their effectiveness depend on a number of factors. These factors include:

- the aims and goals of a teaching programme;
- the age of the learner;
- learners’ preferred learning styles and strategies;
- learners’ previous learning experience and expectations (Nunan, 2011).

To sum up, acquiring vocabulary is an important aspect of foreign language learning at all stages, especially in primary school with the first steps in learning a new language. Vocabulary is built systematically and step-by-step, teaching young children new words in small groups divided by topics, and with the use of direct and indirect instruction. The teacher needs to consider the aims and goals of a teaching programme, the age of the learner, preferred learning styles and strategies that can be researched during the lessons, and previous learning experience and knowledge of the topics that the teacher covers during lessons.

Therefore, considering all these factors and suggestions of theorists, teachers can develop their own set of applicable techniques for teaching vocabulary to young children. Some of these techniques are examined in detail in Chapter 2.

2. TECHNIQUES FOR TEACHING VOCABULARY IN PRIMARY SCHOOL

This chapter focuses on different techniques for teaching vocabulary in primary school. Technique is a set of specific actions, procedures and directions that are followed according to the chosen teaching method, which is referred as a way of teaching (Salandanan, 2008). A clear description of the differences between teaching methods, techniques and strategies has been presented by UNCTAD (2006), where:

- a method is defined as the “description of the way that information or a behaviour is carried forward or consolidated during the instructional process” (for example, by type of interaction in the classroom teaching methods can be subdivided into teacher-student, one way communication, teacher-centered interaction, group-centered interaction);
- a technique is defined as “a detailed list of rules or a guideline for any teaching activity” and it is linked to a method or strategy, for example, techniques include brainstorming, using realia, poetry/rhymes etc.;
- a strategy, on the other hand, “defines basic procedures of how the content is elaborated during the teaching process”.

This distinction in terminology is crucial for the overall understanding of the concept and is chosen as a basis for the following research. The theoretical description of techniques is based on recent publications, and focuses on those techniques that in the opinion of the author of the Diploma Paper are most appropriate for primary school learners and those that she has personally used in her teaching practice.

2.1 Dramatization/Acting Out and Pantomime

Young children are able to understand what another person is saying even before they start to talk and understand individual words; this is due to non-verbal elements such as gestures, facial expressions and intonation of speaker’s voice. Dramatization/acting out and pantomime both incorporate non-verbal signs into vocabulary learning. Then, it means that this type of technique is kinaesthetic or tactile.

Drama technique in teaching vocabulary results in “real communication involving ideas, emotions, feelings appropriateness and adaptability; in short an opportunity to use language in operation which is absent in a conventional language class. Such activities add to

the teachers' repertoire of pedagogic strategies giving them a wider option of learner-centered activities to choose from for classroom teaching, thereby augmenting their efficiency in teaching English” (Chauhan, 2004: 1). It is widely used for secondary and high school students, where it takes another level and exists in a form of production drama scenarios and acting it out, but in primary school the use of this technique is obviously limited due to initial level of language acquisition and mainly constitutes of acting out specific words.

Maley and Duff (2005) listed a few facts in support of using drama for teaching vocabulary:

- it integrates language skills in a natural way;
- it integrates verbal and non-verbal aspects of communication;
- it draws upon cognitive (thinking) and affective (emotional) domains;
- it contextualizes the language;
- it fosters self-awareness, self-esteem;
- it is motivating for learners;
- it is low-resource;
- it has a positive effect on classroom dynamics and atmosphere;
- it is fun for learners.

To add up, Roe and Smith (2012) pointed that dramatizing words motivated students to analyse word meaning carefully. Therefore, gestures and other non-verbal elements are very important in teaching young learners, according to Hansen (2010) both teachers and learners are using non-verbal communication actively to consciously and unconsciously communicate their feelings, attitudes etc. Mi-Hwa (2013) also suggests that body language is effective in demonstration teaching. Pantomime is especially suitable for reviewing vocabulary that students have been recently taught and for activating learners' imagination, it helps to show the meaning of words and also allows students to be active (pantomime requires movements), which is an important factor of retaining learners' attention and keeping them motivated for learning. However, pantomime can be equally used for learning new words, but in that case it can become supplement to other techniques. Pantomime can be used by a teacher or by students, for example, a teacher might write a word on the board and read it aloud, then show it with gestures and facial expressions. Pantomime means no words are used, but acting out can incorporate some sounds, for instance, students can act out “a dog” by producing barking sounds.

The author of the Diploma Paper would like to add, that acting out and pantomime is more suitable for teaching those words, which children know in their mother language, so

they already know the concept. Otherwise they would struggle to understand a pantomime or an act-out because they would have no prior knowledge to link what they see with what they know. Thus, the use of acting out/drama and pantomime is a fun, easy to use technique, which is especially suitable for revisions and teaching those words, which learners know in their native language.

2.2 Flashcards and Illustrations

Flashcards and illustrations are two other techniques that are often used by teachers to help their students acquire new words in English. According to British Council website (2004,Online 5), “flash cards are a simple, versatile, yet often underexploited resource”, indicating that is specifically suitable for young learners. Flashcards do not “need to contain pictures or drawings, but pure language material” (Mukalel, 2007: 147). Sometimes teachers use cards with illustrations on them; these would be referred as illustrations or picture cards rather than flashcards.

Flashcards can be used for a variety of tasks, for example, a teacher may ask learners to stick a flashcard with a word written on it to appropriate part of a poster/picture hanging on the board, or learners may prepare their own flashcards writing a word on them when they hear it pronounced or see a picture/realia etc. being showed by the teacher. Flashcards are small, but big enough to carry along; they can be prepared and reused easily. Mukalel (2007: 147) also points that “the recognition element involved in the use of the flash cards can be tapped for the teaching of content-specific lessons”. Therefore flashcards are a good aid for teaching vocabulary to young learners.

Picture cards usually contain glued/mounted illustrations on a card, these cards are also small sized. They are actually quite the same as flashcards, but only carry visual aid instead of the written text. Learners can participate in preparation of the cards and even do a whole set of their own cards for a particular topic, for example, “animals”. These cards can be showed by the learners when they hear the teacher pronounce the word for a specific animal, like showing a picture card with a cow shown on it, when they hear the teacher say “cow”. Roe and Smith (2012) suggest that using learners’ created visual aids including picture cards is highly engaging for them. While, according to British Council (2004,Online 5) flash cards and picture cards can be used in memory activities, drilling activities, identification activities, Total Physical Response method activities and others.

To conclude, flashcards and picture cards are easy to make and use, they are a good aid for teaching vocabulary and can be used in a variety of learning activities, including memory, drilling and identification ones.

2.3 Realia

Realia means using the real life objects to teach. According to Thornbury (2002), realia is a defining technique for the direct instruction method and it also used widely by Total Physical Response method practitioners. For example, a teacher can show a real orange when teaching the word “orange”. Some teachers may ask learners to bring their toys or some objects from home, which then is used as realia during the lesson. Of course, with limited resources and considering the size of the objects, not all the words can be taught that way. Gairns and Redman (1991: 73) suggest using realia for teaching such vocabulary items as “food, furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions or activities”.

Realia objects that are used for vocabulary teaching can be divided into two groups:

- “an actual item;
- a toy or model version of an actual item” (Willis, 2008: 114).

It is not possible to bring a car into the classroom, but it is possible to bring a model of a car, also, it is not possible to bring an elephant, while an elephant toy can be brought and demonstrated to learners. Some of the realia objects and their possible usage in the classroom is summarised in Table 2.3.1.

Table 2.3.1. Realia Objects and their Usage in the Classroom (Herrell, Jordan, 2007: 25)

Category	Realia	Uses
Household items	Eating utensils, kitchen appliances, miniatures of household furniture etc.	Active experiences, vocabulary development, role-playing, story re-enactment, oral language practice etc.
Food	Fruit, vegetables, unusual items unfamiliar to children, plastic food items (models)	Sensory experiences, vocabulary development, acting out stories, grammar activities (singular-plural)
Clothing	Different kinds of hats, gloves, sweaters and other clothing (also for dolls)	Vocabulary development, story re-enactment, writing support, oral language practice

Continuation of Table 2.3.1.

Literacy materials	Books, magazines, newspapers	Role-play, vocabulary development, exposure
Farm or occupational items	Rakes, plows, tools, baskets	Prereading activities, role-play, vocabulary development, knowledge of size and weight
Animals	Classroom pets, house pets, farm and zoo animals, birds, also toys	Sensory experiences, vocabulary development
Flowers and plants	Example of flowers and plants	Vocabulary development, sensory experiences, size comparisons

Thus, a range of realia objects that can be used in a classroom for vocabulary development is quite large and this list is not complete as other objects can be used as well.

Using realia allows learners to not only to see, but also touch an object that is being showed, so it adds the tactile elements and this way it increases sensory experience and contributes to better memorizations (Brewster, Ellis, Girard, 1992; Willis, 2008, Roe, Smith, 2012). In that way, realia can be considered a better technique than using just pictures.

The author believes that when students bring their own objects to the lesson, it makes the learning activity more personal and fun for learners, but it is also important to consider social-economic situation among the students in the lesson and ask to bring those objects that every learner might have, thus that none is left out or feel uncomfortable. Respectively real objects let the learners not only visualize, but also touch an object and this helps them memorize the word more effectively, while not all objects can be used as realia, this is still a good option for teaching vocabulary to young learners.

2.4 Matching, Filling the Blanks and Description

Vocabulary teaching techniques like matching, filling the blanks and making descriptions can be used separately or together with other techniques, such as with pictures, realia, flashcards and picture cards. These techniques can also be used together with multimedia, interactive whiteboard and computer based activities. This indicates the diverse usage of these techniques and, moreover, contributes to their popularity among teachers.

Matching includes activities where students “demonstrate on an individual basis whether or not they are making the required links to meaning. They may not generate

language themselves, but they must make choices based on which items match (written word – image, sound – image etc.) (Pachler, Redondo, 2007: 31). Miming is also sometimes referred to matching activities. Matching can be used not only for vocabulary teaching, but also for text comprehension activities.

Filling the blanks, in the author's opinion, is more suitable for learners with better command of English, because it requires more background knowledge and deeper analytical skills. Though some very simple sentences with 3-4 words only can be used for filling the blanks activities in primary school. Corresponding technique can be used together with listening activities, when learners hear a song or some sort of text and use fill-in-the-blank sheet for writing missing words. Previously mentioned technique contributes to developing writing skills if done in writing, and it can also be used in computer based activities where some interactive game-like elements can be introduced.

Description/explanation is a lot like pantomime but the description is done with the use of verbal communication. In a general sense "vocabulary description refers to the analysis and description of how the lexical and syntactical components of a language work together to convey meanings" (Liu, 2013: 3). While in a narrow sense, it indicates a technique when the teacher uses synonyms or other words to explain and describe another word. For example, a cat can be described as "a pet, who has a long tail and meows". The author of the Diploma Paper thinks that using this technique is less fun and engaging than the usage of supplement materials (e.g. pictures, realia), but at the same time it activates learners' thinking more, because they need to make some inferences and address their prior knowledge more than in case of seeing an actual item before them.

The author considers all these activities important for successful vocabulary development, but she believes that they should be used limitedly because they might seem more boring to learners, so they should be mixed with other techniques. At the same time, the usage of modern technology for some activities within these techniques can solve the problem of boredom. Moreover the interactive board is a possible solution to entertain the pupils and give them chance to interact with the modern technologies, at the same time studying the new vocabulary.

2.5 Brainstorming

Brainstorming is the technique that is used for teaching and training different skills, it is also used for vocabulary building and comprehension development. When speaking of vocabulary building with the brainstorming technique, sometimes a term "vocabulary

brainstorming” is used. While this technique might seem more appropriate to secondary school students, who have better command of English and are able to incorporate their prior knowledge and analytical skills much better than primary school students, brainstorming can still be used for teaching vocabulary to young learners, but not with the full potential unlocked. According to Allen (1999: 47), it “helps activate and build prior knowledge on a topic as a way of learning new words and phrases that connect to a larger concept”. With the use of this technique, a teacher usually writes a word on the board and provides learners with a list of words, some of these words are related to the topic, while others are not. Students think about words and ideas they have about the topic. Then learners may discuss in small groups which words are related to topic and which are not related.

In the author’s opinion, the problem with this technique is that prior knowledge of primary school learners is usually very modest, so brainstorming can be used only in some topics. In addition, learners at young age lack vocabulary, so they would struggle to explain their choice of words, but at the same time, they might be allowed to do it in their own language.

All in all, brainstorming has a number of advantages:

- it does not require much preparation from the teacher or learners, so easy to facilitate and implement;
- it gives learners freedom, they can use their prior knowledge and express their opinion/ideas, and this promotes their engagement;
- brainstorming is more effective for group activities (Brunner, 2012).

During brainstorming learners may also write down their ideas and organize them, they may use supplement materials and objects, creating a semantic map. This is a useful way of portraying information and summarizing it.

In conclusion, brainstorming requires more critical thinking and prior knowledge activation than other previously described techniques for teaching vocabulary, hence it might not be suitable for learners at the initial stage of foreign language acquisition. Teachers need to assess each group of students to be able to clarify whether brainstorming is suitable for them or not. Otherwise it may be stressful and misunderstood by the learners; moreover the learners can feel distracted because of limited knowledge on the given topic.

2.6 Pictures, Drawings and Video Clips

Visual aids in a form of pictures, drawings and video clips can be of great help when introducing new words and for repetitions. According to Nunan (2011), any visual aid is

important in all language classrooms, but especially essential for teaching young learners, because pictures, cartoons, diagrams and other types of visual aid can convey meaning in an instant. Brewster, Ellis and Girard (1992: 90-91) also point that “visual support helps pupils understand the meaning and helps to make the word more memorable”. Therefore English language teachers should use visual aids for teaching vocabulary to young learners.

With reference to Harmer (2007), there are several types of pictures that can be used for teaching vocabulary:

- wall pictures, charts;
- board drawings;
- flashcards (as in picture-cards).

Teachers can also use commercial pictures (different photographs, posters that are available for sale), drawings created by learners, digital pictures (shown on interactive white boards, computer screens and other devices) and simply printed out pictures/photographs (as long as copyrights are not violated). The author of this Diploma Paper considers learners' drawings to be a great visual aid, because children enjoy drawing, they are happy to do it in class and as homework. Activities that include drawing also contribute to the development of imagination, activation of prior knowledge, perception of the world and even speaking skills, because a child is likely to tell about his/her drawing. That is important for active vocabulary usage as well. Therefore, teachers may choose an appropriate type of pictures depending on the topic, available resources and specific activities they plan to use.

The author of the Diploma Paper agrees to the list of advantages of this technique presented by Allen and Marquez (2000):

- visual aids make materials more user friendly;
- they help teachers' presentations and objectives by placing emphasis on whatever is being taught;
- clear visual aids multiply the learners' level of understanding of the material presented;
- visual aids send clear messages and clarify points from teacher;
- visual aids contribute higher involvement of the audience by providing a change from one activity to another, from hearing to seeing;
- visual aids impact and add interest, they can create excitement.

Video-clips are another type of visual aid that is being incorporated into curriculum. Many classrooms in Latvian schools are equipped with a TV and a DVD player (or a computer that allows playing video files). As stated in introduction and in Subchapter 1.1,

children today are used to modern technology and they often watch television every day, they are used to this source of information and are comfortable of using it during the lessons as well. Video materials are considered as audio-visual aid, because they combine audio and video flow, in consequence they can be used not only for teaching vocabulary, but also for developing listening skills. Gallacher (2003) summarized the advantages of video-materials for teaching vocabulary:

- children enjoy watching videos and learning with video;
- video is an effective way of studying, it communicates meaning better than other media;
- children gain confidence through repetition (children enjoy hearing stories or watching cartoons, videos they like again and again, children learn by absorption and imitation);
- video represents a positive exploitation of technology.

In the author's opinion, if a teacher can use a computer and Internet connection during the lesson, then the scope of using video materials for vocabulary development is much bigger. DVDs and CDs are not free (unless they are gifted), while Internet has a lot of free video-resources with materials available for teaching vocabulary. Not all of them are of high quality, therefore some prior research should be done and the best ones can be chosen according to teachers' and students' needs.

Children are likely to perceive watching videos during the lesson as entertaining, but it is important to be able to incorporate it effectively into syllabus and combine with related tasks and activities before and/or after watching the video clip. The author of the Diploma Paper believes that it would help students focus on the content of the video clip and its learning objectives instead of seeing it as something fun to do during the lesson.

2.7 Poetry and Rhymes

In order to teach vocabulary to young learners effectively, repetition is required. Poetry and rhymes use repetition a lot and therefore are a good technique for teaching new words and phrases. In primary school teachers generally use nursery rhymes. They are simple, repetitive, and allow students to act out rhymes, often these are accompanied by music. According to Geyer (2001), nursery rhymes have the following benefits for vocabulary building:

- “rhythm and rhymes produce a positive live feeling;
- they motivate to learn and to be active;
- children do not understand all words, but do not feel inhibited;
- rhythm supports vocabulary and structure learning.

Nursery rhymes can be used for developing different skills, such as:

- oral language;
- phonemic awareness (ability to identify individual sounds in oral language);
- phonics (associations of letter with the sounds they represent);
- vocabulary;
- fluency;
- comprehension skills” (Teacher Created Resources Staff, 2004: 5).

Vocabulary building with rhymes is enjoyable for learners, nursery rhymes are easy and usually contain already known vocabulary and some new vocabulary, which adds to prior knowledge. Rhymes can be used together with flashcards, picture-cards, pictures and other visual aids. Many English books for primary school have a CD/DVD with songs and rhymes, but teachers can also use the Internet resources for finding appropriate information, it is mostly available for free.

To conclude, this chapter demonstrated that students’ vocabulary at primary school can be built with the use of different techniques such as using visual aids, real life objects, rhymes, brainstorming, matching, filling the blanks, pantomime and acting out etc. In the author’s opinion it is always a good idea to mix and match different techniques to tackle the problems of short span attention, problems of concentration and discipline, which characterise young learners. During the author’s empirical research she understood the importance of incorporating different techniques and activities as it makes the learning process engaging, which is an important factor of successful vocabulary acquisition at any age.

3. CASE STUDY ON TECHNIQUES TO DEVELOP STUDENTS' ENGLISH VOCABULARY IN FORM 2

3.1 Description of Research Methodology

The present case study aims at finding out how English vocabulary teaching techniques help to develop learners' vocabulary in Form 2. Considering the time limit for the case study, 2 months (from 01.09.2014 till 07.11.2014), the author of the Diploma Paper chose only a few of the vocabulary teaching techniques described in Chapter 2 and used them consistently; these are the following:

- dramatization/acting out and pantomime;
- matching, filling the blanks and description;
- pictures, drawings and video clips;
- poetry and rhymes (including songs, nursery rhymes).

The research sample for the study was a group of 11 students (but not all of them were present in all lessons) in Form 2d in Riga Purvciems Secondary School. This group had 2 English lessons per week (40 minutes each), therefore the total number of lessons during the case study was 18. In the group there were 5 girls and 6 boys. The students' mother tongue is the Russian language. Moreover, it is important to mention that the children study the English language for the second year. The course book, which the professor uses for teaching is Fairyland 2. Therefore the author of the Diploma Paper chose the themes mostly from the course book.

The methods of data collection included:

- learner's self-evaluation form to find out the students' knowledge at initial stage (Lesson 1), to assess the initial level of vocabulary knowledge, which is important for monitoring the further progress;
- vocabulary test after using different techniques for teaching vocabulary at the end of the case study (Lesson 18) for monitoring the reached result; in addition some interim exercises and their analysis was done, too;
- questionnaire for students to find out their opinion about the applied techniques for developing English vocabulary in lessons;
- observation of the English lessons in order to see students' reaction to different techniques (which they enjoyed more or less, which assignments were more difficult), observing the author's own lessons, because she is a practicing teacher.

At the end of the case study the author of the Diploma Paper drew the recommendations for the choice of teaching techniques for developing young learners' vocabulary, including the list of the advised techniques.

3.2 Case Study Results

3.2.1 Initial Self-evaluation Form and Problem Statement

Initial self-evaluation form was important to describe the situation before the start of using the chosen teaching techniques, so that later the results could be assessed in terms of their change over time. During the first lesson the students completed a self-evaluation form (see Appendix 1), in order to understand what the students have already learnt and what they need to revise or study again.

The students had to choose one of three options “Yes, I can!”, “I am not sure” or “No, I can’t”. The same self-evaluation form was used at the end of the practice as well. The teacher explained every criteria in the initial self-evaluation form in order to avoid irrelevant answers.

The results of the learners' self-evaluation forms are shown in Figure 3.2.1.1 by each criterion.

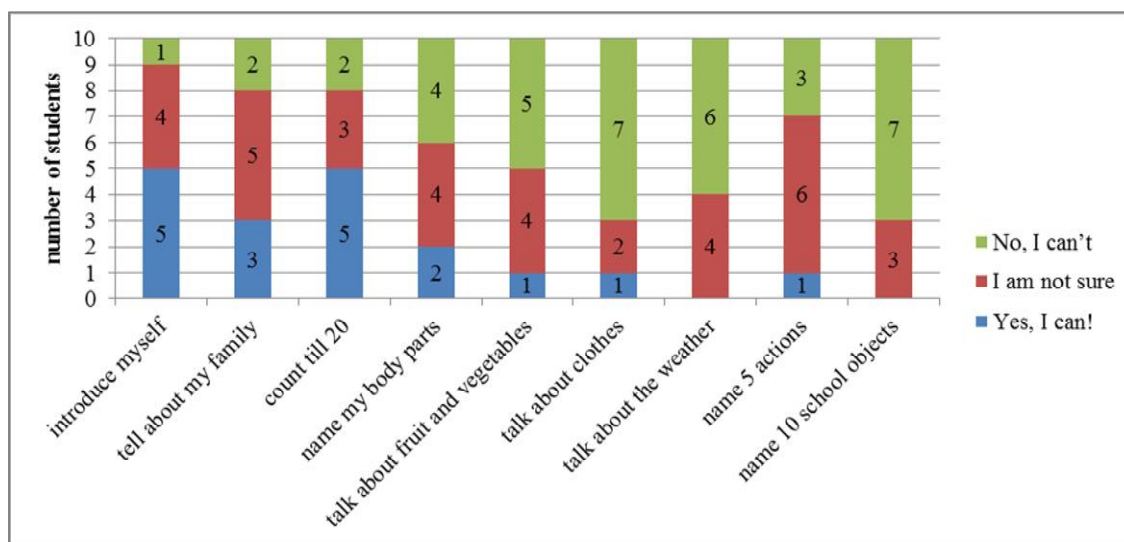


Figure 3.2.1.1 Answers for Initial Self-evaluation Form

The analysis of the results allowed to make conclusions by each topic and in general:

- introducing oneself – this was the topic the learners were quite fluent in, only 1 student thought he could not introduce himself, 4 students were not sure and 5 believed that they could;

- tell about their family – 2 students could not tell about their family, 5 were not sure and another 3 had no problems telling about this topic;
- counting till 20 – this was one of the topics the learners were good at, because 5 learners thought that they could count up to twenty, 3 students were not sure and 2 could not do it;
- naming body parts was one of the more difficult topics for the learners, only 2 could name them, and 4 were not sure and could not do it;
- talking about fruit and vegetables – this topic was also complex, because only 1 learner could speak about it freely, 4 were not sure and 5 could not talk about fruit and vegetables;
- talking about clothes was another problematic topic with only 1 learner capable of this, 2 not sure and 7 could not do it;
- talking about the weather – 6 learners could not speak of it, and 4 were not sure;
- naming five actions – only one learner could name them, 6 were not sure and 3 were sure they could not;
- the most challenging topic was school objects because 7 learners could not name 10 school objects and 3 were not sure.

On the whole, the learner's self-evaluation form showed that learners had problems with their vocabulary at the beginning of the practical research, the topics that required more attention included school objects, weather, clothes, but other topics should be included in the lessons because learners needed more practice. Based on this initial self-evaluation form, the author of the Diploma Paper prepared lessons schedule for the period from September till the beginning of November. Each topic was taught in three lessons, in the author's opinion it is a sufficient period for learning, practicing and revising the topic.

3.2.2 Analysis of Observation and Vocabulary Exercises

In order to perform observation of all the lessons during the case study, the author created an observation form that was filled in after each lesson (see Appendix 2), additionally the short lesson plans are shown in Appendix 3.

All the lessons the teacher always started with greetings and asking how children were that day. Usually after greetings there was the learnt poems revision (chorally and with actions/movements), if needed, some individual students were asked to recite the poem.

Always in the middle of the lessons the students were asked to stand up and do some movements with songs or a game (for example “Please-Game” or “Simon Says...”). Lessons ended up with the presentation of homework for the next lesson; students wrote it down in their school diary and the teacher explained what to do in it. In addition, children knew that all words which they wrote down in their note books they had to learn. Mostly vocabulary teaching in each lesson followed this sequence:

- revising previously learnt material;
- introducing new vocabulary (using different techniques in one lesson);
- completing exercises in a group or individually.

The techniques used in each lesson and their analysis are presented in this section of the Diploma Paper followed by observation summarizing table.

Lesson 1, My Body

During this lesson the teacher used songs/rhymes, presenting new vocabulary with realia (body parts) and picture-cards with body parts on them. The pros of this lesson in the author’s opinion included that students liked the lesson, especially the song, because the video was funny and entertaining, the atmosphere was positive and friendly. The learners were able to recall new words they learnt - body, shoulders, head, hands, tummy, legs, feet and toes – quite successfully during the picture-cards exercise. They were able to read the words from the board as well. The cons of the lesson were that some learners had problems with focusing on the vocabulary, especially after the song, because they became very active, some children copied other students during the song and looked at what these students showed. The author learnt from this lesson that children enjoyed music and physically active activities, so they should be used more. The author also understood that children need to be disciplined more and asked not to copy other students during the activities, in order to see the individual reaction to the learnt vocabulary.

Lesson 2, My Body

The techniques included poetry/rhyme, children needed to show their body parts when repeating the poem after the teacher, then some new words, according to the lesson topic were introduced and children wrote them down. In this lesson the teacher also used a “Please-Game” activity, during the game children had to be quiet and listen attentively. If the teacher said “Please touch your head” children did it, if just “Touch your head” was said, pupils had to stand still. That game brought happiness and positive emotions to students, as well as they revised/learnt new vocabulary. Some students copied others during this game as they seemed to be unsure about the vocabulary, but the number of these students was smaller compared to the previous lesson. In this lesson the learners completed “My Body Drawing” (see Appendix

4) exercise, where they had to fill in the missing word (fill in the blanks technique) and for homework they had to draw a picture of their body and indicate body parts on their drawing (pictures, drawing technique). In the exercise during the lesson, where learners had to write three words in the blanks, the learners had very few mistakes (see Table 3.2.2.1 at the end of this subchapter), only three students had 2 mistakes and the rest had no mistakes. The learners were not looking into others' papers because they were asked not to and the teacher monitored the learners completing the exercise. The author of the Diploma Paper noticed that children were very active and there was positive atmosphere during the lesson, students worked hard and could finish the exercise on time. This lesson showed that children enjoy drawing exercises and therefore they needed to be included in the syllabus. The lesson results showed that discipline improved as the teacher asked the learners to be more orderly, this helped to organize individual work more effectively.

Lesson 3, My Body

The final lesson on this topic, during the lesson the students revised the poem learnt during the last lesson and presented their homework drawings, and then checked them altogether. All students had named the body parts correctly, but some had spelling mistakes. In this lesson the teacher also used the picture-cards technique. The students had to name body parts chorally. The lesson was continued with the song "Head, Shoulders, Knees and Toes" and matching exercise, as the learners had to connect English and Russian words, taking into account that the learners' mother tongue is Russian, for body parts written on the blackboard. During this assignment some learners had more mistakes than others, everyone completed the exercise individually. The teacher noticed that using rhymes/songs and picture-cards made it easier for children to recall new vocabulary as compared to the matching exercise. The learners were also happier during rhyme and song activities as compared to the "matching" one. The last one made them more distracted and they also asked for the teacher's help to complete it. This lesson was quite intense and children worked hard, the author evaluated children's knowledge of the vocabulary on the theme "My Body" vocabulary as improving.

Lesson 4, Fruit and Vegetables

In this lesson the teacher focused on poem/rhyme technique, video clip, picture-cards, a game and blank filling technique. First, the body poem was revised, after that a new poem "Apples" was introduced and the students repeated it after the teacher. New vocabulary in this lesson was presented on the board and children wrote it down as they did in all lessons when new vocabulary was presented. The children repeated new words during the picture-cards exercise and then watched the video and listened to the song "Apples Are Yummy" for two times, singing along the second time. In the middle of the lesson, the teacher invited children

to play “Please-Game” with the learnt movements. At the end of the lesson children received the copy of “Fruit Filling Colouring” exercise (see Appendix 5), where they had to translate words and match the words with pictures, then colour the fruit as homework (see completed exercise in Appendix 6). As usually children liked the song and video, they enjoyed receiving copies with exercises and colouring, but at the end of the lesson they could not sit quietly as students disturbed each other with questions about lending a colouring pencil or asking how many pictures other students had coloured. The learners were more enthusiastic during the song/rhyme, video and drawing exercises, they were able to use the new words successfully, although they had some problems with longer words. The teacher assessed this lesson as very successful, due to the fact that students were active and happy to participate in all the activities, but the discipline issues were to be improved.

Lesson 5, Fruit and Vegetables

In this lesson the teacher used several techniques, including poetry/rhyme (“My Body”, apples and a new one “The Vegetable”), the students knew that they had to repeat the poem. During the lesson the students needed to learn the names of some vegetables, they wrote them down and then learnt together with the teacher with the use of picture-cards. Then students completed “Fruit Veggies Matching” exercise (see Appendix 7), they had to match 6 pictures with the basket “fruit” or “vegetables” and then the same matching was done on the Interactive Board; that is, on a big screen children could drag vegetables and fruit and put them into the appropriate basket. Children enjoyed this activity a lot, they were very eager to use the board and very happy when they finally could do it. The students could use new words and had almost no problems completing the exercise. Only the word “peas” was confusing for them as some put it in the fruit basket. For homework the learners also needed to revise new vocabulary and make drawings of their favourite fruit and vegetables (see Appendix 8). Analysing this lesson, the children were active and the atmosphere was very positive, they enjoyed the rhymes and picture-cards, also students were involved into matching on the interactive board to a large extent. As children like to draw, they were also happy to get such homework. There was a small problem with discipline during the usage of Interactive Board, because everyone wanted to use it first, but for the rest of the time children were attentive. From this lesson, the teacher learnt that using Interactive Board was useful and enjoyed by the learners.

Lesson 6, Fruit and Vegetables

The final lesson on the topic was very productive, the teacher used rhyme, song, video clip and word search – filling in the blanks techniques. The learners revised the previously learnt poems and could recall them very well. New vocabulary was introduced with the song

“Do You Like Broccoli Ice Cream?” in a video clip. Children sang along and enjoyed the song, which helped them to remember the Present Simple General questions structure (do you like...), too. After the song new vocabulary was revised during oral exercises, followed by printed word search – filling in the spaces task (see Appendix 9), which had 8 words to be found. During this exercise some learners tried to copy from other students, because they could not find the words, students had more mistakes than in other types of activities during the lesson. They requested the teacher to help them find some words. Actually children knew many of the words in the exercise and could name them, but had problems with locating them in the “word puzzle”. The lesson confirmed the previous observations, children enjoy activities with music, video and pictures a lot more than the ones that require matching, filling the blanks and writing. During the lesson learners used new words and previously learnt names of vegetables, that means that their vocabulary was improving.

Lesson 7, Clothes

Similar to other lessons, the teacher started with poem revision and repeating the words learnt during previous topics about fruit and vegetables. This revision showed that children memorized the words and had problems with some of them, as they were asked to write them on the board they struggled with longer words. Nevertheless, the author of the Diploma Paper evaluated the vocabulary building process as positive and children demonstrated that they had improved their English vocabulary.

“Clothes” was one of the themes that children struggled with and it was introduced during the particular lesson. The author used picture-cards technique, writing down new vocabulary, realia (showing own clothes and using the phrase “Today, I am wearing...”). New vocabulary was also practised during “Please-Game”. In this lesson the learners did “Clothes Filling” exercise (see Appendix 10), it was done as the whole group activity, some individuals read the sentences and all students wrote the words in the blank spaces. During the exercise the learners revised colours as well. Throughout the lesson students were attentive and active, they did not distract much from the activities and were able to learn and use new words. There was a calm and positive atmosphere. Therefore the teacher assessed this lesson as successful and productive.

Lesson 8, Clothes

The lesson started with reciting poems and learning a new one about clothes, the learners were able to recall clothing items learnt in the previous lesson and could write them on the blackboard. This lesson included such techniques as rhyme/poem, drawing, reading aloud, picture-cards, and a game. For example, the children received the copy “Clothes Colouring Drawing” exercise (see Appendix 11) and one by one children read the sentences

and translated them, doing the task. The teacher monitored and helped the learners when they had questions. The students were very active in the picture-card game and named the words correctly, they were eager to play “Simon Says” game because they had not played it for quite a long time. The children enjoyed drawing and appreciated that their homework also involved drawing. In the author’s opinion children were continuing to learn new words successfully as they could recall the words they learnt in previous lessons and memorized new words.

Lesson 9, Clothes

In the ninth lesson the teacher used poems, video clip, game, and a blank filling technique. As usual the lesson started with revising the poems and presenting homework assignments (drawings), the students could tell about their favourite clothes and used the words they learnt in the previous two lessons. The children watched the video “Story for Learning Clothes Words” for two times and while watching for the second time the teacher made a pause after each phrase and children tried to translate it, they had some mistakes, but not many. Form 2 learners enjoyed the video a lot and wanted to watch it again. During the “Please Game” the learners had to touch their classmates’ clothes, at the same time having fun. The exercise that was completed during this lesson was “Clothes Crossword Filling” (see Appendix 12 and Appendix 13 for completed task). The children did not have enough time to complete this task during the lesson, so they took it home. They said it was more difficult in comparison to previous lessons when crosswords were used. When the teacher assessed the results of the task, not many mistakes there were found, the student did a good job at home. Evaluating this lesson, the author would like to mention that the students demonstrated the ability to use and remember clothing items.

Lesson 10, Weather

The lesson started as usual with revising the poems and introducing a new poem about weather. Then the teacher and learners discussed previous topics, they talked about food, clothes, fruit and vegetables, at the end of the conversation the teacher introduced a new topic and new vocabulary that children wrote down. In order to help children memorize new vocabulary the author used such techniques as watching the video, pantomiming, showing drawings. During this lesson the learners looked very happy and active, they liked the video and were engaged in miming, because it was something unusual for them, they could move a lot and felt free, but at the same time they behaved very well. The lesson helped the students learn new vocabulary, they could choose correct words for different types of weather and mime what the weather is like as well. From this lesson the teacher learnt that students enjoyed miming technique a lot.

Lesson 11, Weather and Seasons

Revision of previously learnt poems showed that children could use vocabulary from “My Body”, “Fruit/Vegetables” topics easily and they also had acquired new words from previous topics quite successfully. The teacher used video with a song, writing exercises and repeating the words orally, drawing and filling the missing words techniques (Weather Seasons Drawing exercise in Appendix 14). Similar to other lessons when the video and drawing techniques were used, the children were very positive and active during the lesson. They wanted to participate in all the activities and tried hard to answer correctly. The students managed to learn new words for seasons and used words from the topic “weather” when speaking about the favourite season and type of weather. Many students said the same phrases or very similar ones, however this was expected, because children tend to like summer and winter more than other seasons. When explaining the reasons for choosing a specific season or a type of weather learners were able to use some previously learnt vocabulary, but it was not diverse and some used their mother language to explain their choice. This means that learners needed to develop more vocabulary to speak of this topic freely.

Lesson 12, Weather and Seasons

At the beginning of this lesson, after reciting the poems altogether, the teacher checked how well some individuals memorized them and the results were inspiring, learners demonstrated good abilities of recalling the rhymes. During the lesson learners were able to speak about the weather that day and the day before and used new words they learnt. Video clips and songs were used in this lesson as well because children truly liked them. At the end of the lesson learners did a “Weather Matching” task (see Appendix 15), first, one by one the learners read the words and translated them and then completed an individual task, matching the drawing with the correct type of weather. Overall, children had just a few mistakes with rare exceptions. The author evaluated this lesson positively, it included the students enjoyed techniques and activities, children were attentive and active, they were also able to demonstrate active usage of the gained new vocabulary.

Lesson 13, Actions and Movements

This lesson aimed at introducing new vocabulary and revising numbers. During the lesson the author used such techniques as poems, game (“Simon Says”), filling the blank spaces, and a video clip with a song. The students learnt new words for speaking about actions and moved actively throughout the lesson. It made them excited, it did not cause any major problems with discipline. According to the analysis of the exercise entitled “Actions Filling” (see Appendix 16), children were able to name many actions, but they required some

help from the teacher with the word “drive”. This was quite a productive lesson; children learnt new words for actions, which was a problematic topic according to the self-evaluation. The atmosphere was positive and very friendly.

Lesson 14, Actions and Movements

Lesson 14 focused on using such teaching techniques as poetry, pictures, video and a song, and matching technique. In all of the activities learners were lively and participated actively; as they were introduced to different types of activities they asked no questions to the teacher. In “Actions Matching” exercise (see Appendix 17) learners needed to match pictures of different actions with hand or feet pictures and to explain their choice (e.g. “We use hands for drawing”). In most cases children matched the actions correctly, but they had minor problems with explaining the choice, because they wanted to say something different from the provided example and struggled with their explanations. The teacher explained they could use the phrase only and it helped them. At the end of the lessons children sang the song “You Are Happy and You Know It” once again (the song they learnt during the lesson), because they enjoyed the song and video very much and were singing it even after the lesson. This lesson confirmed that using the songs and videos the children enjoy provides good results for memorizing the material taught.

Lesson 15, Actions and Movements

In the lesson 15 the author focused on activities for checking learners’ translation skills and vocabulary of the previous lessons, including poems and songs. The lesson was mostly dedicated to revision, children needed to complete “Actions Unscramble Matching” task (see Appendix 18). This time learners could perform this type of tasks more successfully with less mistakes than in other lessons where similar tasks were used. In the author’s opinion it showed that learners developed their vocabulary effectively and were able to use and recall the memorized words easier than before.

Lesson 16, School Supplies

The last set of topics during the case study was dedicated to school supplies; this was a new topic to learners. The author used poetry, songs and video, realia, “Please-Game” and blank filling techniques. The learners seemed to be used to such a “mix” of techniques already and expected to have songs and video, as well as writing tasks every lesson. During the lesson the students learnt new words from the topic and also revised colours and actions. According to the analysis of “School Supplies Drawing Filling” exercise (see Appendix 19 and 20 for the filled in sample), learners understood most words correctly, only the word “stapler” was difficult for them as they did not understand what it was, the teacher showed a realia object to explain. The learners could also use their colouring skills in this task, which they enjoyed a

lot. For their homework the students also got a drawing task, they had to draw their pencil case with different objects next to it. Under the drawing they needed to write sentences (e.g. “This is my pen. It’s blue” - see Appendix 21 with an example). In the author’s opinion, during this lesson the learners demonstrated good vocabulary skills of the previous topics and were attentive and hardworking in learning new words as well. This was, in general, a very productive lesson.

Lesson 17, School Supplies

After the “traditional” beginning of the lesson and repeating previously learnt poems, the author taught more vocabulary about school supplies to children with the use of pictures and videos. Once again learners were excited about the video and liked it a lot, they were able to recall the words from the previous lessons and answer the questions in pairs. However some pairs required a little help from the teacher with building correct sentences, the vocabulary they used was relevant. This lesson showed successful acquisition of new words.

Lesson 18, School Supplies

This was the last lesson in the case study. First part of the lesson was dedicated to checking homework and how well the learners remembered the words from school supplies topic, then used pictures and crossword filling task (see Appendix 22). Some learners were more successful in this task, others had more mistakes (mainly in spelling), it required approximately 15 minutes to complete, which was less than with other crosswords in previous lessons. As it was the last practice lesson, the teacher decided to revise all 6 topics by showing different drawings/pictures from all the topics and children had to name them. At the end they watched one video from each topic that they had watched during 2 months for improving their vocabulary. The learners were energetic and engaged; they enjoyed watching the videos, asked questions about other lessons and were able to remember many words from previous lessons, only some more complicated and longer words, as well as words for objects that were not used by children often caused difficulties. In this lesson final testing took place and the results are summarized in the next subchapter. Table 3.2.2.1 shows a summary of those exercises results that were completed by the learners individually.

Table 3.2.2.1 Summary of Individual Exercises Results By Number of Mistakes Made

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11
My Body, matching task	2	0	0	0	0	ab.	2	0	2	0	0
My Body, homework	1	1	2	1	1	ab.	3	1	2	3	ab.
Fruit and Vegetables, filling in the blanks	1	1	ab.	1	0	0	2	0	ab.	0	1
Fruit and Vegetable, matching task	1	1	1	1	0	0	1	0	ab.	0	0
Fruit and Vegetables, word search and filling in the blanks	3	1	3	2	0	2	4	2	ab.	1	2
Clothes, crossword	2	3	2	1	2	3	5	6	4	1	3
Weather, matching task	1	1	1	0	0	2	2	3	1	0	0
Actions, unscramble matching task	2	1	1	0	0	0	ab.	1	1	0	1
School supplies, crossword	3	1	1	1	1	1	ab.	2	2	2	1

ab. – absent

Analysing Table 3.2.2.1, simpler tasks with word-picture matching turned out to be easier and had fewer mistakes, while crossword like tasks had more mistakes. Students had more mistakes in spelling, not in choosing the correct word. The table above also demonstrates that learners' vocabulary was improved as in latter exercises learners had less mistakes.

The observation summary table (see Table 3.2.2.2) is created by the author of the Diploma Paper and structured according to the teaching techniques used during the lessons; this would help evaluate them in terms of effectiveness for teaching vocabulary to young children.

Table 3.2.2.2 Observation Summary by the Teacher's Used Techniques

Analysis criteria	Poetry, rhyme, songs	Pictures, drawings	Video clips	Filling the blanks, matching	Acting out and pantomime
Students asked for teacher's help	Sometimes with new rhymes/songs	Only a few cases	No	Asked for help more frequently than in case of other techniques	No
Students were distracted, could not concentrate	Sometimes children were too excited	(asking to lend pencils)	No	Children tended to be more distracted when this technique also included colouring/drawing	No
Students completed individually or looked at others	In earlier lessons copied others more often (at introducing vocabulary)	Looked at others, but because of being curious, not to copy	No	Sometimes	It was a group activity
Atmosphere	Very positive and friendly				
Students could generally finish on time	Yes	Drawings are often finished at home	Yes	Main part of the tasks finished during the lesson, colouring/drawing usually done at home	Yes
Students found the exercises	Interesting, fun		Fun and amusing	More difficult than others	Very fun and exciting
Students could use new vocabulary	Most of the time	Most of the time, some spelling mistakes	Most of the time	Had more problems as compared to other techniques	Yes

After 18 lessons the author of the Diploma Paper summarized that the most enjoyed and effective techniques for teaching new vocabulary in Form 2 were pictures, drawings and video. A little less effective was poetry/rhymes; they were enjoyed by the learners too, although were more difficult to remember and required a lot of repetition. Then followed matching, filling and description techniques, which were found as more difficult, but with more practice it became less complicated and more appreciated by the learners. Pantomime was actually used only once because the topics chosen for the case study were not compatible with this technique, but when it was used, the children liked it a lot and participated actively. Therefore the author did not make any conclusion about this particular technique in terms of its effectiveness; it was certainly enjoyed by the learners.

3.2.3 Final Self-evaluation Form and Questionnaire Analysis

The final self-evaluation (the same form as the initial) results are shown in Figure 3.2.3.1.

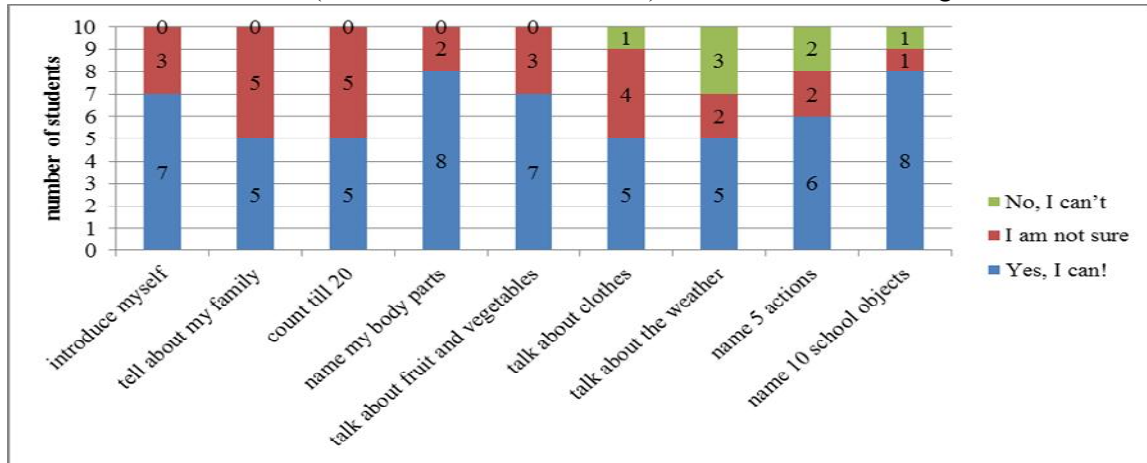


Figure 3.2.3.1 Final Self-evaluation Results

As it can be seen in Figure 3.2.3.1, students became more confident of their vocabulary knowledge and their self-evaluation improved on all the topics. Even considering that the lessons during the case study did not focus on first three topics in particular, children felt more assured of their vocabulary skills. The final self-evaluation showed that students learnt new words in many topics, including the “clothes”, “weather”, “actions” and “school objects”, which were considered unfamiliar by a bigger part of students in the initial stage of the study. The largest progress was noted in the following topics “body parts” (6 students were sure they could talk about them), “fruit and vegetables” (also 6 students), “school objects” (8 students could speak of them, while none could before the start of the case study), followed by 5 students in topics “clothes” and “weather”. The author of the Diploma Paper would also like to comment that during the final self-evaluation and questionnaire, similar to initial self-evaluation, one student was absent, so the analysis was based on the answers of 10 learners.

Learner’s own evaluation is also highly important for the analysis. Appendix 23 shows the questionnaire form used to obtain students’ opinions about the used techniques for teaching vocabulary. Students were requested to recall them and grade on a scale of “liked a lot” and “did not like at all” and explain their opinion (in their own language). The assessment of the used techniques and additional techniques used during the practice is presented in Figure 3.2.3.2.

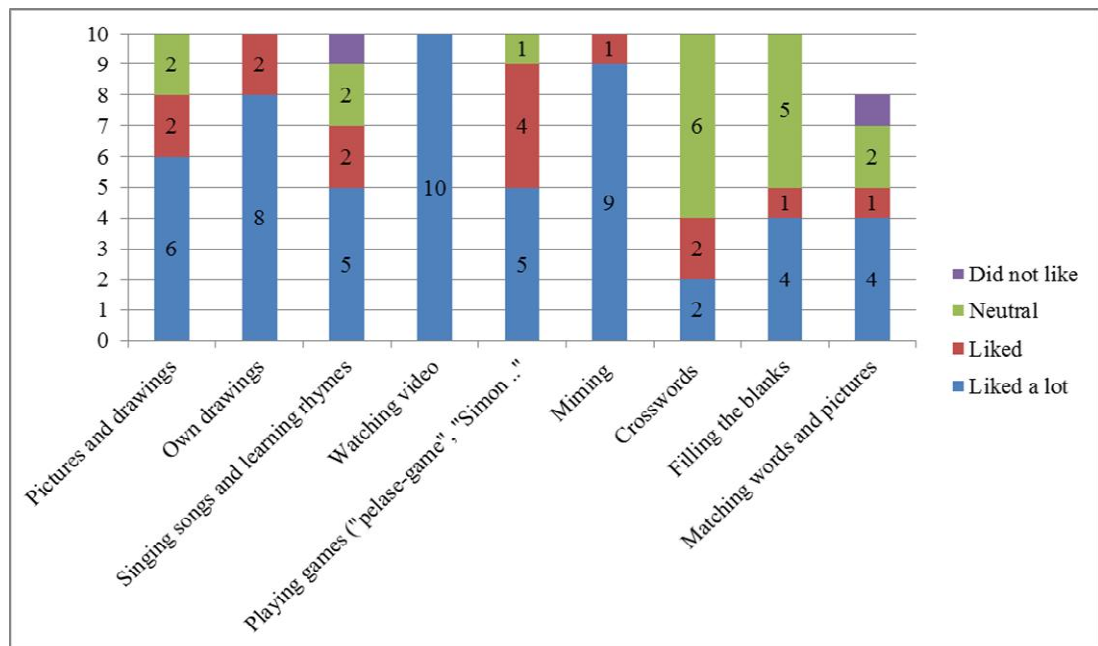


Figure 3.2.3.2. Learners' Assessment of Used Vocabulary Teaching Techniques

Figure 3.2.3.2 shows that learners' "Top-3" techniques for learning the vocabulary are videos (all of them liked them a lot), miming (9 liked a lot and 1 liked) and learners' drawings (8 liked a lot and 2 liked). Though other techniques received positive evaluation as well, learners enjoyed pictures and drawings, games, singing and rhymes. Somewhat lower assessment was provided for written tasks, including crosswords, filling the blanks and matching. Generally speaking, the students in Form 2 mostly loved those activities that included some movement, active participation, sounds and video, which was in character of young learners. Therefore the mentioned techniques should be used to teaching vocabulary to young learners.

The second question in the questionnaire was asked to find out whether the students learnt a lot of new words in the last two months. Almost all the learners (9 out of 10) said that they learnt many new words, only one student was not sure. Hence this was a positive evaluation of teacher's work during the 2 months of practice. In the last question of the questionnaire the learners were asked to describe what they liked the most about the lessons and why. This was an open question, so students had to write the answers. Not all the students answered this question, but among the provided explanations the author of the Diploma Paper would like to mention:

- we had a lot of fun and learnt new words;
- I liked watching video and drawing a lot, because I like to draw;
- everything, because I like my teacher a lot;

- drawing, singing, playing, because I like to do it.

Learners were satisfied with the 2 months of practice and enjoyed the lessons conducted by the author of this Diploma Paper and it was the best evaluation possible for any teacher together with the obviously improving vocabulary.

3.3 Recommendations on the Choice of Techniques to Develop Students' English Vocabulary in Primary School

The present recommendations are based on the author's practice and the case study results. These are the recommendations not only for the choice of teaching techniques for vocabulary building in primary school, but also for the choice of specific activities, their sequence, and repetition, which can be used by any language teacher.

According to the results of this empirical study, the techniques for teaching vocabulary to children in Form 2 should be diverse and include:

- using picture-cards and drawings and letting students prepare their own drawings, applying students' colouring skills;
- using videos from Internet sites as long as they are suitable for children qualitative and are topic relevant (a small search might be required prior to choosing most suitable videos);
- using poetry and rhyme, songs, nursery rhymes as well (see the proposed list in Appendix 24);
- miming (in case it can be incorporated into the lesson, depending on the topic);
- filling blanks, crosswords, matching should be used to a limited extent, no more than one task per lesson and better to do them in class (not homework), because they are considered more complicated.

It is important to incorporate some activities with movement, so that learners can rest and then concentrate on learning again. For vocabulary building movement games like "Please Game" and "Simon Says" can be used and the teacher can use new vocabulary during these games. Students should also be taught how to write the word, so the teacher should stimulate them to write the words down, students should know that writing the words down means they need to learn them. It is essential to start with easier activities and move slowly to more difficult ones. In addition, teaching young learners should be well-planned and with a more or less similar lesson structure every time, because it helps children understand the routine and has a positive impact on learning. Moreover, one lesson is not enough for learning

new vocabulary, it can be enough for revising, but new topics require about 3 lessons. Later the topics can be revised when appropriate.

Rhymes, songs and poetry need a lot of repetition because they are more complex as compared to single sentences or words, therefore it can be a good idea to start every lesson with at least one previously learnt rhyme/song and one new. Children like to sing and dance and if it is possible, this opportunity should be used in each lesson.

In conclusion, the choice of techniques to develop students' English vocabulary in primary school will depend on the specificity of learners. The results of this study showed that particular techniques are effective and preferred by the learners, but some other groups of learners may have different favourites. Teachers should experiment with different techniques and create their own "mix" of suitable ones for the particular group.

CONCLUSION

Learning vocabulary is an important part of English language acquisition, which starts in Latvia in the early age. Young learners absorb the information and learn in a way, which is different from adolescents or adults, and teachers need to take into account these peculiarities in their work. The reality of teaching young learners a foreign language today has changed; teachers need to consider that the way children retrieve and process information has changed, their attention span and ability to concentrate has shortened and their discipline has become worse. This means that the use of techniques for teaching a foreign language needs to be adapted for the new reality. However, it is essential to remember that young learners tend to use their imagination a lot, they enjoy playing and fun exercises, but at the same time require repetition to revise what they have learnt.

Learning vocabulary incorporates learning the form, meaning and use of words, phrases, word parts. The form involves the pronunciation and spelling of the word and its parts. Meaning is linked to understanding what the word actually expresses, what associations it creates and what concepts covers. Finally, the last aspect is the use of vocabulary, the ability to understand in what patterns the word is used, its collocations and constraints on use, but this generally requires deeper understanding and occurs on later learning stages.

Children acquire vocabulary step-by-step, first they recognize the form, then construct meaning, followed by the memorization and use of the word learnt. In order to make them interested in learning new words the teacher can choose different and interesting topics, integrate new words into already learnt vocabulary, use visualization, implement a variety of teaching techniques and motivate learners to acquire new words on their own. The effectiveness of the chosen techniques for teaching vocabulary largely depends on the aims and goals of a teaching programme, the age of the learner and existing vocabulary.

Nowadays teachers can use many different techniques for teaching vocabulary to primary school students. They have access to different resources and modern technology tools, and many classes are equipped with video and audio equipment, interactive boards, computers and other helpful appliances that can be used for teaching vocabulary. As children like to be active, play, dance and sing, some of the widely used techniques that can be used for teaching vocabulary include acting out and pantomime, flashcards and illustrations, realia, matching, filling the blanks and description, brainstorming, pictures, drawings and video clips, poetry, rhymes and songs. The study has shown that it is always a good idea to mix and match different techniques to tackle the problems of short span attention, problems of concentration and discipline. Incorporating different techniques and activities makes the

learning process engaging, which is an important factor of successful vocabulary acquisition at any age.

The other findings of the case study performed in the Diploma Paper showed that the most enjoyed and effective technique for teaching new vocabulary in Form 2 is pictures, drawings and videos. Followed by poetry/rhymes, they are preferred by the learners too, although are more difficult to remember and require a lot of repetition. The least enjoyed and somewhat less effective was matching, filling and description technique, because it was found more difficult, but with more practice it became less complicated and more appreciated by learners. The initial and the final learner's self-evaluation forms demonstrated that the learners became more confident of their vocabulary usage and their knowledge improved on the practised topics. Learners indicated that they had learnt many new words and enjoyed the lessons a lot.

According to the results of this empirical study, the techniques for teaching vocabulary to children in Form 2 should be diverse and include picture-cards and drawings, using videos from Internet sites, poetry and rhymes, miming, and less activities like filling blanks, crosswords and matching. As well teachers should also plan their lessons with frequent repetitions of the previously learnt vocabulary; rhymes/songs are especially suitable for this. Students should be taught how to write the word, although lesson is not enough for learning new vocabulary, it can be enough for revising, but new topics require about 3 lessons. Each teacher should create her/his own set of applicable techniques that are suitable for a specific group, these recommendations are based on a particular group of learners, however can be used as a benchmark for the choice of vocabulary building techniques in Form 2. Moreover, the author of the Diploma Paper plans to continue trying out other techniques, in her own practice, such as dialogues, reading aloud, dictations and making up stories using the new vocabulary.

THESES

1. Young children learn vocabulary by getting to know the form, meaning and the use of words, phrases and word parts, their learning processes are influenced by children's vivid imagination, short attention span, lively character and desire to play a lot.
2. Teaching young learners vocabulary should incorporate diverse and interesting topics, integrating new words into already learnt vocabulary, using visualization, implementing a variety of teaching techniques and motivating learners to acquire new words on their own.
3. The strategies for memorizing the words, writing words down, instant sound-link repetition, revision, using the lexical item, making associations and through collaborative learning.
4. Vocabulary can be taught to young children with the use of the following techniques - acting out and pantomime, flashcards and illustrations, realia, matching, filling the blanks and description, brainstorming, pictures, drawings and video clips, poetry, rhymes and songs.
5. Vocabulary teaching techniques should be mixed and matched with different techniques of English vocabulary teaching to tackle the problems of short span attention, issues with concentration and discipline, as the use of diverse techniques helps to involve the learners, which is an important factor of successful vocabulary acquisition at any age.
6. Young learners enjoy learning new words with pictures, drawings and videos, rhymes, poetry and songs, miming, while filling the blanks, matching and similar techniques are considered more complex.
7. Teaching vocabulary to young learners requires a lot of repetition and one topic can require about 3 lessons for learners to memorize the words and include them into their active vocabulary.

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APPENDICES

Appendix No. 1

Learner's Self-evaluation Form

My name is:			
I am inForm			
	Yes, I can!	I am not sure.	No, I can't.
1. Introduce myself			
2. Tell about my family			
3. Count till 20			
4. Name my body parts			
5. Talk about fruit and vegetables			
6. Talk about clothes			
7. Talk about the weather			
8. Name 5 actions			
9. Name 10 school objects			

Filled in Learner's Self-evaluation Form

My name is: <i>Max F.</i> I am in <i>2nd</i> Form			
	Yes, I can!	I am not sure.	No, I can't.
1. Introduce myself	<input checked="" type="checkbox"/>		
2. Tell about my family	<input checked="" type="checkbox"/>		
3. Count till 20 ;		<input checked="" type="checkbox"/>	
4. Name my body parts	<input checked="" type="checkbox"/>		
5. Talk about fruit and vegetables		<input checked="" type="checkbox"/>	
6. Talk about clothes		<input checked="" type="checkbox"/>	
7. Talk about the weather			<input checked="" type="checkbox"/>
8. Name 5 actions ☺	<input checked="" type="checkbox"/>		
9. Name 10 school objects		<input checked="" type="checkbox"/>	

Appendix No. 2
Observation Form

Lesson date	
Number of students during the lesson	
Lesson topic	
Teaching techniques used	
Do children ask for help in exercises?	
Are children distracted from completing the exercises?	
Do children complete exercises on their own or try to look at other students' work?	
Do children demonstrate positive emotions during the usage of teaching techniques? How can they be described?	
Are children able to finish the exercises during the lesson? Do they have enough time?	
Are children finding the exercises difficult?	
Are children using the words they learnt in this lesson?	
Are children using the words they learnt in the previous lesson on the same topic (if it is not the first lesson)?	

Short Lesson Plans of All Lessons

03.09- My Body

The lessons starts as usually ,after that the teacher presents new vocabulary to the sts (body, shoulders, head, hands, tummy, legs, feet, toes). The students write down the new voc.in their vocabularies (with transcription and translation). After that chorally repeat the words after the teacher, then some individuals are asked to read the words.

Children stand up and sing the song with movements „head, shoulders, knees and toes:

<https://www.youtube.com/watch?v=ka7d-13iWbA>

Then the teacher shows different cards with body parts and pupils tell what they see.

Homework: learn new words

Comments: Sts liked the lesson, especially the song. As the video was funny and entertaining. The atmosphere is positive and friendly.

05.09- My Body

Starts as usual. After that the teacher ask to repeat after her the new poem with actions.

Hands on Shoulders (MY BODY)

Hands on shoulders,

hands on knees.

Hands behind you,

if you please;

Touch your shoulders,

now your nose,

Now your hair and now your toes;

Hands up high in the air,

Down at your sides, and touch your hair;

Hands up high as before,

Now clap your hands, one-two-three-four!

Students repeat the poem with actions several times and sit down. Teacher continues the lesson with checking the homework, asks each student to name different body parts pictures. Then children write down some more words in their voc. (arms, fingers, eyes, nose, mouth). Repeat the words after the teacher, some individuals read the words , too.

Teacher asks to stand up and play a game “Please-game”, during the game children have to be quiet and listen attentively. If the teacher says “Please touch your head” children do it, if just “touch your head’ pupils have to stand still. That game brings happiness and positive emotions to students, as well as, they revise/learn new vocabulary.

Later children get a copy with (My Body_Drawing) where they have to fill in the missing word.

As a homework they have to draw on a separate sheet of paper their body and next to the body parts write what it is.

10.09- My Body

Usual start. Sts standing and with the teacher recite the poem „Hands and Shoulders” for 2 times. Then each students presents his/her Portfolio in front of the class, showing the picture and reading out loud the words. After that the teacher shows all body parts drawings and children chorally name them.

At the end of the lesson the children sing the song “Head, Shoulders ,Knees and Toes” and do the movements.

Then on the black board are written body parts in first column and translation in second

column, children have to match English words to Russian translation.
H/w- learn new vocabulary in writing.

12.09- Fruit& Veggies

Usual start. Then reciting the Body poem with actions. After that sts repeat the new poem after the teacher for several times - **Apples (FRUIT& VEGGIES)**

Apples, apples,
Good to eat!

Apples, apples,
Juicy and sweet!

Pick them off a tree.

Buy them at the store.

Apples, apples,
We want more!

Sts sit down and write down new vocabulary (fruit, apples, bananas, pears ,oranges, grapes, cherries) write transcription and translation. Then repeat the words after the teacher, then some individuals. Teacher uses cards with fruit ,shows to sts and they chorally name them. Then the children listen to the song for 2 times “Apples Are Yummy”

<https://www.youtube.com/watch?v=-yhVlyAdpM8>

Sing along.

Then stand up to play „Please-game”

At the end of the lesson children receive the copy „Fruit_Filling_Colouring”, translate the words on the copy, and sts start to match the words to the pictures and colour the fruit.

h/w- finish the copy (colouring) and learn orally new words.

Comments: as usually children like the song and video, they adore receiving copies with exercises and colouring, but at the end of the lesson they couldn't sit quietly as sts disturb each other with questions about lending a colouring pencil or asking how many pictures have you coloured.

17.09- Fruit& Veggies

Usual start. Then all together recite poem “My Body” and “Apples” , then teacher adds one more poem about **The Vegetable (FRUIT&VEGGIES)**

Carrots, Peas, and Broccoli,
Vegetables are good for me.
For my snack and in my lunch,
Veggie sticks are great to munch.
Carrots, Peas, and Broccoli,
Vegetables are good for me.

Children repeat the poem for 2 times.

Then sit down, check the homework (new words orally and coloured copies on a mark(mark=smiles ☺)). Excellent - ☺ ; good ;) ; Bad - ☹

Then in vocabularies children write down some more words – vegetables, tomatoes, carrots, potatoes, peas ,carrot). Then read the words chorally and name veggies and fruit by cards help.

Teacher explains once again the different between fruit and vegetables and children receive the copy “Fruit_Veggies_Matching” where children have to match veggies or fruit to the correct basket. Then the same matching is done by Interactive Board help (on a big screen children can drag veggies and fruit and put them into the appropriate basket).

H/w – Children have to make Portfolio (on a paper draw a basket with their favourite fruit and

vegetables and write a sentence “My favourite veggies and fruit are....”

19.09- Fruit& Veggies

Usual start. Children recite poems “Body”, “Apples” “Vegetables”.

Each student presents his/her portfolio in front of the class.

Then children listen to the song “Do You Like Broccoli Ice Cream?”

<https://www.youtube.com/watch?v=frN3nvhIHUk>

and sing along. This song helps them to remember the Present Simple General question structure (do you like...).

After the song teacher asks each student about what his/her favourite fruit and vegetable is ; if he/she likes ice cream; broccoli, doughnuts.

Children get the copy with words search and filling in the spaces (copy – vegetable_WordSearch_Filling).

h/w – learn orally and in writing the new vocabulary.

24.09- Clothes

Usual start. Then reciting the poems “My Body” “Apples” “Vegetables”.

Some students are asked to write fruit of veggies on the blackboard (teacher tells the words in Russian, the pupil is writing the same word but in English).

Children sit down and teacher is presenting the new topic “Clothes” showing pictures with clothes and asking children to tell what is the topic.

Then children write down the new words – clothes, jacket, boots, hat, mittens, jeans, jumper. Repeat the words all together, then some individuals. Then teacher asks each student to come in front and point to his/her own clothes name some of them (on the blackboard is written a hint - Today I’am wearing.....).

Then students play the “Please-game”

Then teacher asks each student about his/her favourite colour (to refresh the colours in students’ heads). And get the copy- Clothes_Filling, some individuals read the sentences and all students fill in the blank spaces with an appropriate word.

h/w- learn new words.

26.09- Clothes

Usual start. Children recite poems , and then repeat the new poem after the teacher –

The kittens' clothes (CLOTHES)

Jeans and trousers,

Sweaters and shirts,

Socks and tights,

Jackets and skirts.

T-shirts and shoes,

High boots and mittens,-

These are the clothes of our kittens.

Some individuals are asked to write some clothes vocabulary on the blackboard (other children have to check)

Then children receive the copy Clothes_Colouring_Drawing. One by one children read the sentences and translate them and do the exercise. Teacher monitors and in case of need helps the students.

Then student write down some new vocabulary – mittens, trousers, t-shirt, skirt, sweater, sandals. Read the words out loud. Teacher shows different clothes pictures and children name them.

Then children play the game “Simon says” doing different actions and movements.

h/w – Portfolio – draw yourself in your favourite clothes and under the drawing write what is your favourite clothes. Learn new words orally.

01.10- Clothes

Usual start. Reciting poems. Then children presenting their drawings in front of the class showing the drawing and telling about his/her favourite clothes.

Then children watch the video – “**Story for learning clothes words**”

<https://www.youtube.com/watch?v=ckpauweYuGI>

Children listen for 2 times, on the second time the teacher make a pause after each phrase and children try to translate it.

Children play the game “Please game” but at this time children have to touch his/her classmate’s clothes (e.g. Please, touch a vest..)

A teacher writes some additional clothes vocabulary on the blackboard, translate for children and hand out copies.

Children receive a copy – Clothes Crossword_Filling

H/w- finish the copy and revise the words Clothes.

03.10- The Weather

Usual start. Children recite the poems. And the teacher asks to repeat after her the new poem for 2 times–

Rain, Rain, Go Away (WEATHER)

Rain, rain, go away,
Come again another day.
Little Johnny wants to play.
So rain, rain go away.

Then children sit down and teacher ask individual students questions about favourite food, clothes, fruit and veggies. Then introduces the new topic by pointing to the window and telling about the weather outside today.

Children rewrite the new voc. From the blackboard (sunny, hot, rainy, windy, snowy, cold). Then children repeat the words after the teacher ,as well as, individual students read aloud the words.

On the blackboard is written the phrase – What’s the weather like today? – Today is cold!”. Then teacher ask individuals to use new voc. And tell about the weather today.

Next children watch the video :”The Weather Song” for two times:
<https://www.youtube.com/watch?v=eZpF7eESCHI>

Next children play mime-show, where each kid chooses one kind of weather and mimes it, others have to guess what is the weather like today.

Next the teacher writes kinds of weather on the blackboard and gives each student a drawing with one kind of weather. One by one children come to the blackboard and with sticky gum they stick the drawing next to the correct word.

h/w- learn the new vocabulary orally and in writing.

Comments: Sts enjoyed the lesson very much. They could move a lot and felt free.

08.10- The Weather& Seasons

Usual start. Recite poems (My body; Apples; Vegetables; Rain Rain Go Away) + the new one –

What's The Weather? (WEATHER)

What's the weather, what's the weather?
What's the weather everyone?
Is it windy, is it cloudy?
Is there rain or is there sun?

Next sts sit and the teacher check homework. First asking everyone orally the weather words and then asking one by one to write on the blackboard the new vocabulary (teacher dictates the words in Russian)

Then children listen the video “Rain,Rain Go Away” for 2 times and sing–
<https://www.youtube.com/watch?v=Zu6o23Pu0Do>

Next children rewrite in their vocabularies the seasons from the blackboard (summer, autumn, winter, spring). Repeat the new words after the teacher, then read individually one by one. After the teacher asks each st about his favourite season and weather, also asking why he/she likes it.

Next children listen and sing the song “My Favourite Seasons”-
<https://www.youtube.com/watch?v=xQLw4EB39mU>

Next children get a copy (Weather_Seasons_Drawing), where they need to write down the missing words, and after read his letter.

h/w- Portfolio – Draw your favourite season and write 2 sentences “My favourite season is.....My favourite weather is.....”.

10.10- The Weather& Seasons

Usual start. Reciting all the previous poems all together. Then the teacher offers some individuals to recite one of the poems individually.

Then children one by one present their Portfolios in front of the class.

Next teacher asks about the weather today, also about the weather yesterday and their predictions about the weather for tomorrow.

Next children listen and sing the song which they really liked and asked to sing once again- “My Favourite Seasons”-

<https://www.youtube.com/watch?v=xQLw4EB39mU>

Next children receive a copy with matching (copy – weather_matching)

One by one children read the words in the copy and translate them. Then each individually does his/her copy (match and colour the pictures).

h/w- learn in writing the new vocabulary – weather, seasons.

15.10- Actions and Movements

Usual start. Reciting the poems + the new rhyme –

One, Two, Tie My Shoe (ACTIONS& MOVEMENTS)

1,2 Tie my shoe

3,4 Shut the door

5,6 Pick up sticks

7,8 Lay them straight

9, 10 A big fat hen.

Let's get up and count again!

Then also individuals are offered to recite one poem which he/she already remembers well.

Next the teacher introduces the theme and asks to rewrite the new vocabulary from the blackboard – ride a bike, play football, draw, sing, dance, run. Then children repeat the words after the teacher and read individually. Then follows the game - children stand up and play “Simon Says” using the voc. for actions (e.g. Simon says draw etc.)

Next children get the copy – Actions_Filling - and before writing the teacher asks orally what the children on the picture are doing, only after that the students can fill in the blank spaces with the appropriate words.

Next children listen for 2 times and sing the song – “I Can Run”

<https://www.youtube.com/watch?v=QKn5H1cekyo>

h/w- learn new words

17.10- Actions and Movements

Usual start. Children recite the poems which they have learnt. As well as individuals recite one chosen poem.

Next the teacher shows different pictures with actions and children name them.

Next follows individual questions such as – What can you do? Can you swim? Can you play the guitar? Can you draw? What is your favourite weather? What is the weather like today?...etc.

On the blackboard are written the phrases – stamp your feet, clap your hands, nod your head, wave your arms, turn around - the teacher reminds the translation of the phrases.

Next children listen to the song – “**You're Happy & You Know it**”

<https://www.youtube.com/watch?v=Dw45CQewCLY>

children listen, and for the second time they stand up sing and do the actions.

Next children get a copy – Actions_matching- children match pictures with hand or feet and then orally explain why is such matching (e.g. We use hands for drawing etc.)

At the end of the lessons children sing the song “If You are Happy and You Know it” once again. AS they liked the song and video very much and were singing even after the lesson.

h/w – revise action vocabulary and weather vocabulary.

22.10- Actions and Movements

Usual start. Children recite the poems chorally and individually.

Then on the blackboard are written Russian action vocabulary, one by one children come to the blackboard and write one word translation into the English language.

Then children watch ,sing and revise songs on the previous topics – What’s the weather like today? ; My favourite seasons and If you are happy and you know it – with movements ,of course.

Next children get a copy – Actions_unscramble_matching. For this task children can use their vocabulary to help them, also they need to colour small pictures. Then come to the teacher one by one to get an evaluation smile.

24.10- School supplies

Usual start. Children recite the poems. + the new poem :

Ben (SCHOOL SUPPLIES)

Ben has a pencil,

Ben has a pen.

Ben is drawing

A funny little man.

Ben has paper,

Ben has a book.

Ben shouts loudly:

"Come and have a look!"

Next the teacher introduces the topic and asks to rewrite the new vocabulary from the blackboard – pencil case, rubber, ruler, glue, notebook, sharpener, pen, marker. Then children repeat the words after the teacher and then one by one read the words.

Next children listen for 2 times the song – School time

https://www.youtube.com/watch?v=D1zflmnFK_4

Next the teacher name different school objects and children have to find them in their pencil cases/schoolbags and show.

Next play – “Please-game ” on actions vocabulary.

Then each kid gets a copy – school_supplies_drawing_filling. Children have to write in the schoolbag the words and draw the school objects inside the schoolbag – everything has to be coloured. For the work they get smiley marks.

h/w- Portfolio – draw on a paper their pencil case with different objects next to it. Under the drawing write sentences – e.g. This is my pen. It’s blue. Etc.

05.11- School supplies

Usual start. Children recite the poems. Individuals recite one chosen poem.

Children present their Portfolios in front of the class ,showing the pictures and read the written sentences.

Then sts write down some more words in their vocabularies- school, schoolbag, classroom, blackboard, desk, chair

Then teacher checks how well the students know the school objects by showing different items and sts have to name them.

Next watch the video – What is this? (school objects)-

<https://www.youtube.com/watch?v=pZWBLOVariE>

Next in pairs students are asked to discuss the given phrases on the blackboard:

Hello!

What is your name?
Where are you from?
What is your favourite fruit?
What is your favourite season?
Can you?
What is inside your schoolbag?

h/w – learn the new words orally and in written form.

07.11- School supplies

Usual start. Children recite the poems, individuals recite one poem as well.

The teacher starts the checking homework. Asking one by one the new words. Then shows the pictures with school supplies and children have to name them.

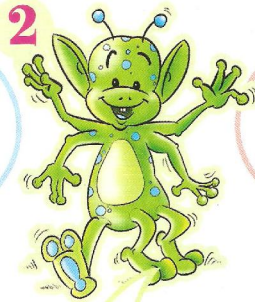
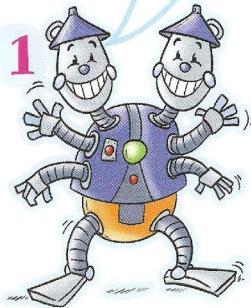
Next children receive a copy – School_Supplies_Crossword_Filling. Sts fill in the missing words, then do the crossword and get a mark for this task. For the exercise approx. 10-15 min. As it's the last practice lesson, the teacher decides to revise all 6 topics by showing different drawings/pictures from all the topics and children have to name them. And then watch one video from each topic that they have watched during these 2 months.

My body

2 Write.

heads tummy arms

1 I've got two
four arms and two legs.

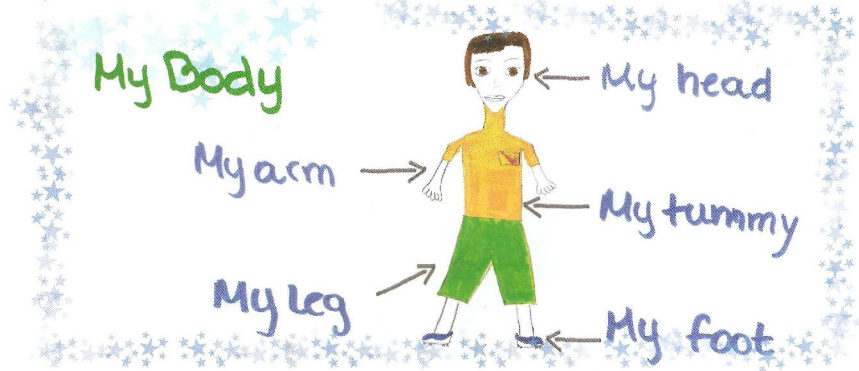


I've got two legs, two arms and a big

I've got three legs and four

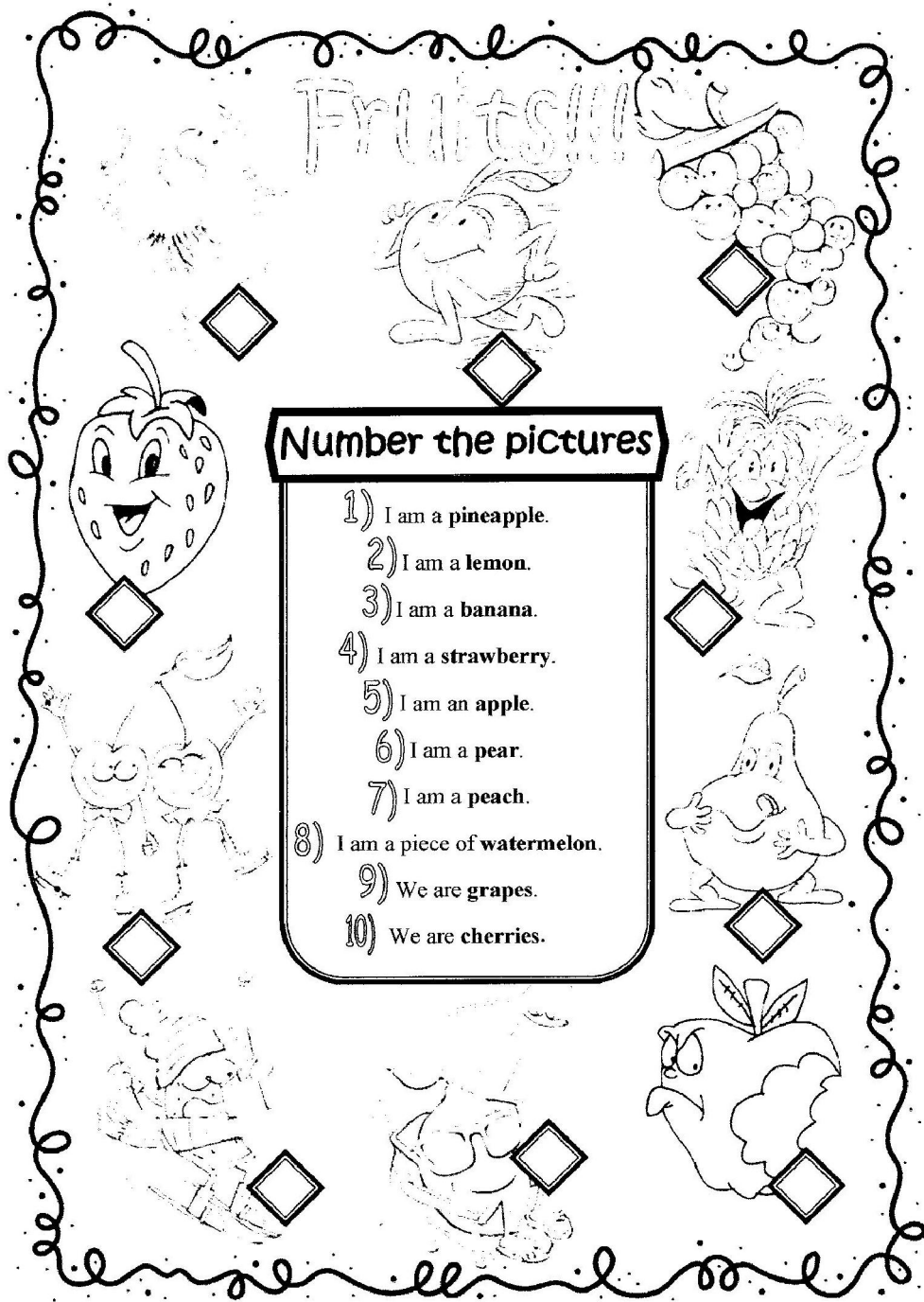


3 Portfolio: Draw and write.



- 2 Look, read and write.
- 3 Draw your body. Present it to the class. Say: *This is me. Look! My ...*

Source: Dooley, J., Evans, V. (2007: 33) *Fairyland 2*. Newbury: Express Publishing.



Filled-In Fruit Filling Colouring Exercise (Lesson 4)

Fruits!!!

Number the pictures

- 1) I am a ^{ананас} pineapple.
- 2) I am a lemon.
- 3) I am a banana.
- 4) I am a ^{клубника} strawberry.
- 5) I am an apple.
- 6) I am a ^{груша} pear.
- 7) I am a peach.
- 8) I am a piece of ^{арбуз} watermelon.
- 9) We are ^{вишня} grapes.
- 10) We are ^{вишня} cherries.

Fruit and Veggies Matching Exercise (Lesson 5)

 **Go Green!**

1 Fruit or vegetable? Match. 



2 Make and say.  



I'm Mr Carrot.
I'm a vegetable.

62 1 Fruit or vegetable? Look and draw lines. Say: (Tomatoes) are (fruit).

Drawings of the Learner's Favourite Fruit and Vegetables (Homework)

My favourite fruit and vegetables!



apple



carrots

Looking good!

2 Read. Complete.



I'm wearing a yellow and a pink

I'm wearing blue and red



I'm jacket and shoes.

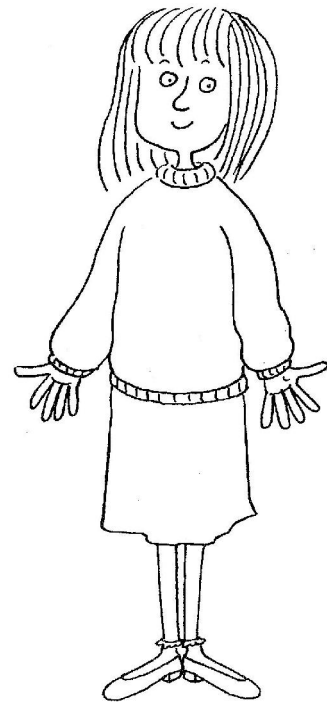
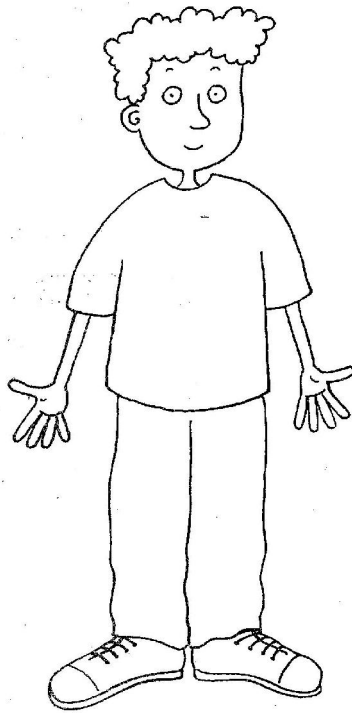
2 Look, read and complete.

Unit 11

● Read and colour.

He's got a red T-shirt, blue trousers and black shoes.

She's got a green jumper, a purple skirt, white socks and brown shoes.



● Circle He's got or She's got.

He's got She's got a green jumper.

He's got She's got a red T-shirt.

He's got She's got blue trousers.

He's got She's got a purple skirt.

Clothes Crossword

The crossword puzzle grid consists of white squares for letters and black squares for empty space. The numbered starting points are:

- 1: Top-left corner, 5 squares across.
- 2: Second row, second column, 3 squares down.
- 3: Third row, first column, 4 squares across.
- 4: Fourth row, second column, 4 squares across.
- 5: Fourth row, third column, 3 squares down.
- 6: Fourth row, fifth column, 3 squares down.
- 7: Seventh row, first column, 4 squares across.
- 8: Seventh row, fourth column, 2 squares down.
- 9: Eighth row, third column, 3 squares across.
- 10: Tenth row, first column, 4 squares across.

Across

1 _____

3 _____

4 _____

7 _____

9 _____

10 _____

Down

1 _____

2 _____

5 _____

6 _____


8 _____

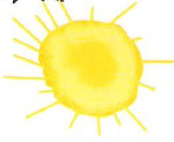
copyright. 2007
www.english-4kids.com
Kisito Futonge

Source: Futonge, K. (2015) *English for Kids*. Available at: www.english-4kids.com


The weather

2 Look. Write.

My  Mummy's favourite season is



because

she loves 

3 Portfolio: Draw and write.



My favourite season is winter because I love the snow.

2. Look, read and write

Weather Picture Test

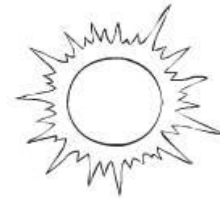
Name: _____

10

Read and match.



cloud



cold



hail



hot



rain



snow



storm



sun

warm



wind



www.anglomanacy.pl

Source: ESL Learning (2005) *English for Kids. Play and Learn.* Available at:

www.anglomanacy.pl

2 Read. Complete.

I can sing!

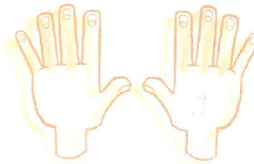


- 1 Nick can
- 2 Betty can football.
- 3 Paul can
- 4 Jill can a bike.
- 5 Frank can

2 Look at the picture, read and complete the sentences.

4

5 Match. Say.



Actions Unscramble Matching Exercise (Lesson 15)

What can you do?

Name: _____

Class: _____

Find words that match the actions on the pictures.



S	W	D	E	P	I	I	X
C	A	A	R	V	L	N	W
C	L	N	E	X	F	S	R
A	K	C	A	S	X	W	I
N	S	E	D	I	K	I	T
Z	N	Q	W	N	E	M	E
R	U	N	Q	G	E	G	W
V	F	B	J	G	F	L	Y

Word Scramble

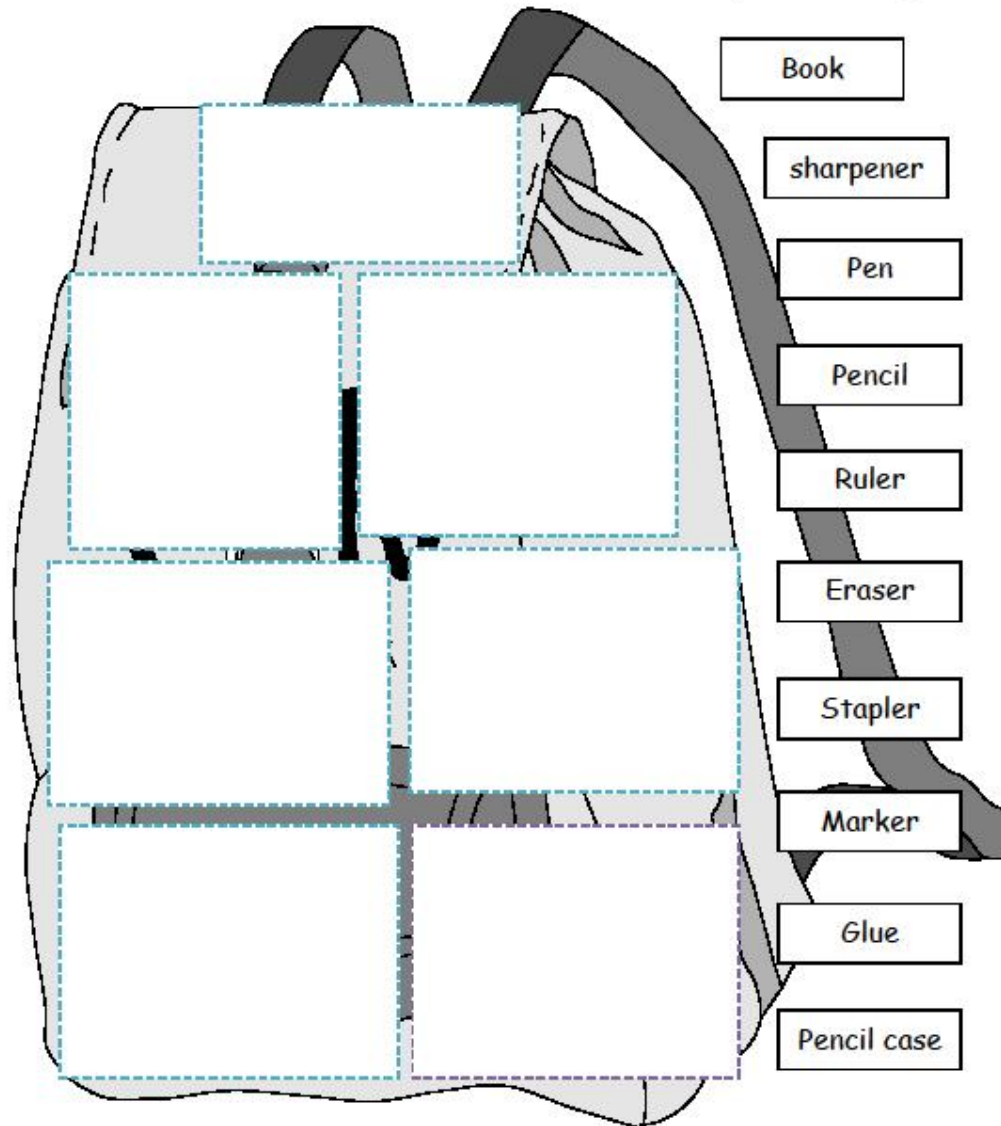
1. GINS _____
2. RDAE _____
3. YLF _____
4. EACND _____
5. RNU _____
6. EITWR _____
7. MSWI _____
8. WAKL _____

My School Bag

Name: _____

Class: _____

Choose some items from the list, then draw and label them in your school bag.

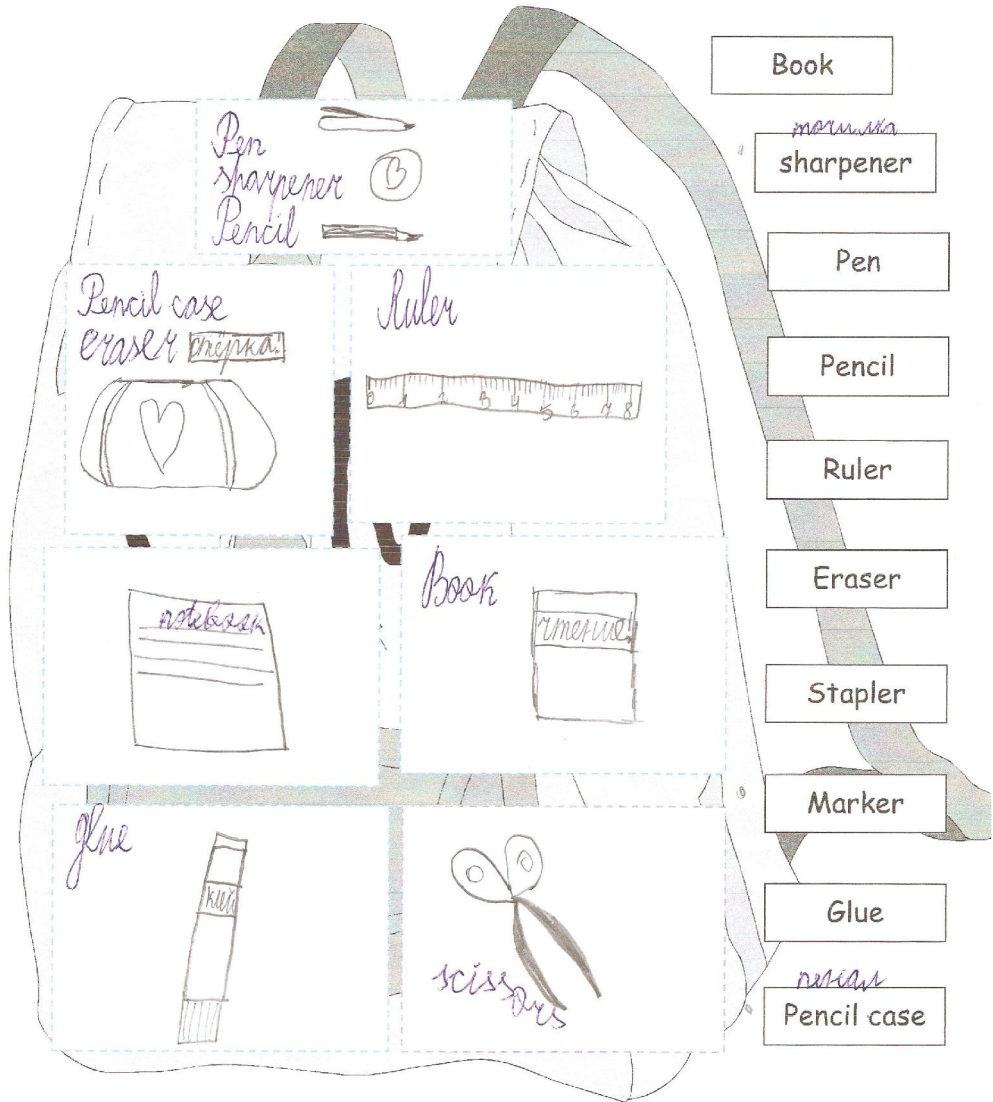


My School Bag

Name: Margarita

Class: 2020011

Choose some items from the list, then draw and label them in your school bag.



Book

sharpen
sharpener

Pen

Pencil

Ruler

Eraser

Stapler

Marker

Glue

case
Pencil case

Look at my portfolio.

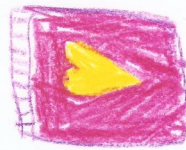


This is my school bag.

It's purple.



This is my purple pencil case.



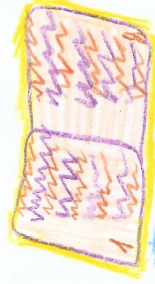
This is my notebook. It's purple, too!



This is my pencil. It's purple.



This is my rubber. It's purple.



This is my book. It's purple.

purple is my favorite colour! 

School Supplies Crossword Filling Exercise (Lesson 18)


School Supplies Crossword

Name: _____

Class: _____

Across

2. There is a _____ in the pencil case. 

6. What's in your _____? 

4. There is a _____ in the pencil case. 

8. There is a _____ in the pencil case. 

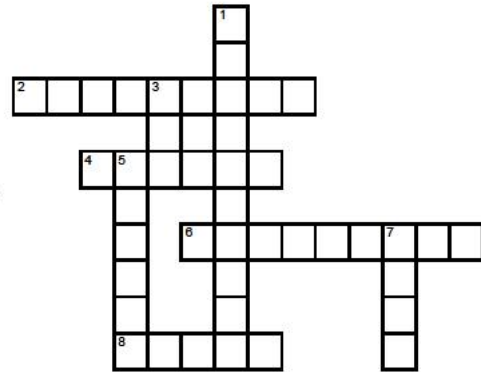
Down

1. There is a _____ in my school bag. 

3. There is a _____ in my pencil case. 

5. There is an _____ in the pencil case. 

7. There is a _____ in my school bag. 














































































Questionnaire Form for Learners

Анкета для учеников

Пожалуйста, расскажи, что тебе понравилось или не понравилось использовать на уроках английского языка.

1. Отметь по шкале «улыбашек», какие упражнения тебе понравились и какие нет?

Картинки и фотографии	     <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Делать собственные рисунки	     <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Петь песни и учить стихи	     <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Смотреть видео	     <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Играть в игры	     <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Показывать без слов погоду	     <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Делать задания с кроссвордами	<table style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
											
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Делать задания, где нужно вписать ответ	<table style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
Делать задания, где нужно соединить слово и картинку	<table style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							

2. Ты выучил/а много новых слов за последний 2 месяца?

- да
- не знаю
- нет

3. Что тебе понравилось больше всего, почему?

Спасибо

List of Poems, Rhymes and Songs for Teaching English Vocabulary

Hands on Shoulders (MY BODY)

Hands on shoulders,
hands on knees.
Hands behind you,
if you please;
Touch your shoulders,
now your nose,
Now your hair and now your toes;
Hands up high in the air,
Down at your sides, and touch your hair;
Hands up high as before,
Now clap your hands, one-two-three-four!

Apples (FRUIT& VEGGIES)

**Apples, apples,
Good to eat!
Apples, apples,
Juicy and sweet!
Pick them off a tree.
Buy them at the store.
Apples, apples,
We want more!**

The Vegetable (FRUIT&VEGGIES)

Carrots, Peas, and Broccoli,
Vegetables are good for me.
For my snack and in my lunch,
Veggie sticks are great to munch.
Carrots, Peas, and Broccoli,
Vegetables are good for me.

The kittens' clothes (CLOTHES)

Jeans and trousers,
Sweaters and shirts,
Socks and tights,
Jackets and skirts.
T-shirts and shoes,
High boots and mittens,-
These are the clothes of our kittens.

Rain, Rain, Go Away (WEATHER)

Rain, rain, go away,
Come again another day.
Little Johnny wants to play.
So rain, rain go away.

What's The Weather? (WEATHER)

What's the weather, what's the weather?
What's the weather everyone?

Is it windy, is it cloudy?

Is there rain or is there sun?

One, Two, Tie My Shoe (ACTIONS& MOVEMENTS)

1,2 Tie my shoe

3,4 Shut the door

5,6 Pick up sticks

7,8 Lay them straight

9, 10 A big fat hen.

Let's get up and count again!

Ben (SCHOOL SUPPLIES)

Ben has a pencil,

Ben has a pen.

Ben is drawing

A funny little man.

Ben has paper,

Ben has a book.

Ben shouts loudly:

"Come and have a look!"

Source: *Preschool Learning Activities.* Available at:

<http://www.preschoolrainbow.org/preschool-rhymes.htm>

Diplomdarbs „Paņēmienu skolēnu angļu valodas vārdu krājuma attīstībai 2. klasē”
izstrādāts LU Pedagoģijas, psiholoģijas un mākslas fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie
informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors:Jūlija Tarando.....

(paraksts) (vārds, uzvārds)

Rekomendēju/nerekomendēju darbu aizstāvēšanai

Vadītāja: ...M.izgl.zin. Anita Auziņa.....

(zin. grāds, vārds, uzvārds) (paraksts) (datums)

Recenzents:

(zin. grāds, vārds, uzvārds) (paraksts)

Darbs iesniegts Skolotāju izglītības nodaļā (datums)02.06.2015.....

Dekāna pilnvarotā persona: ...Inese Ranka.....

(paraksts)

Darbs aizstāvēts valsts pārbaudījuma komisijas sēdē 12. 06. 2015. prot. Nr. ...2...

Komisijas sekretāre:

(paraksts)