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Activities Matching Different Learning Styles in Teaching English to Young Learners

Master's Thesis

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"I hereby declare that I worked on my thesis independently, using only the sources listed in the List of references."

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Abstract

This master's thesis deals with learning styles of learners in two different classes. Particular attention is paid to activities that take into account different learning styles in English language lessons. It aims to identify whether the teachers are aware of different learning styles of their learners and whether they intentionally work with them. The theoretical part of the thesis focuses on the description of young learners, language learning and acquisition and learning styles. The empirical part of the thesis consists of observations carried out in two different classes with the aim to find out whether the teacher is aware of the diversity of learning styles in these classes. Lesson plans based on the observations have been created and are presented in the empirical part together with learners' answers to the questionnaire and author's lesson plans.

Key words

young learners, learning styles, teaching English, school teaching, language learning, language acquisition

Anotace

Tato diplomová práce se zabývá učebními styly žáků ve dvou různých třídách. Zvláštní pozornost je věnována aktivitám, které zohledňují různé učební styly ve výuce anglického jazyka. Cílem práce je zjistit, zda si učitelé jsou vědomi škály učebních stylů u svých žáků a zda s nimi záměrně pracují ve svých hodinách. Teoretická část práce se zabývá popisem skupiny mladších žáků, výukou a osvojováním si jazyka a učebními styly. Empirická část práce se skládá z pozorování ve dvou různých třídách s cílem zjistit, zda si je učitel vědom rozmanitosti učebních stylů. Učební plány byly vytvořeny na základě pozorování v daných třídách. Tyto učební plány jsou prezentovány v empirické části společně s odpověďmi žáků na dotazník a vlastní přípravou na výuku.

Klíčová slova

mladší žáci, učební styly, výuka anglického jazyka, školní vzdělávání, výuka jazyka, osvojování jazyka

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Introduction

Foreign language learning has been on the rise in the last decades. English language or any other foreign language, usually French or German, are compulsory subjects from the third grade on at primary schools in the Czech Republic. It is no surprise that the influence and significance of English is on the rise too.

In the last few decades many theories have been presented on how the languages should be taught. Many scholars introduced their theories on the phenomenon of learning styles. One of the best-known theories is undoubtedly Howard Gardner's theory of multiple intelligences.

The aim of this master's thesis *Activities Matching Different Learning Styles in Teaching English to Young Learners* is to identify whether the teachers are aware of different learning styles/intelligences of their learners and whether they intentionally work with this phenomenon. The thesis deals with learning styles of learners in two different classes. Particular attention is paid to activities that take into account different learning styles in English language lessons. The thesis is divided into two parts – theoretical and empirical.

The theoretical part focuses on the description of the processes of language learning and language acquisition of the first language (L1, Czech language) and the second language (L2, English language). The theoretical part also describes young learners (YLs) as language learners. It is particularly concerned with characteristics of young learners, specifics of school teaching, stating which activities are suitable for this group of learners. Also, it is concerned with lesson plans as they are an important part of teachers' job.

The theoretical part also provides an explanation on the phenomenon of learning styles and presents Howard Gardner (1995, 2011) and his theory of multiple intelligences. It also provides other perspectives on learning styles by Dunn and Dunn (n.d.), Given and DePorter (2015), Armstrong (2009), Berman (1998), Sprenger (2008), Tomlinson (2005), Reid and Peck (1995), Given (2000), Smith and Whiteley (2002).

The empirical part reports on the author's own research and consists of observations in two different classes. The aim is to find out whether the teacher is aware of the diversity of learning styles in the classes. The research was conducted

over a period of fifteen months in two classes – 5th graders who turned into 6th graders and 6th graders who turned into 7th graders this year.

There has not been enough research into finding out whether teachers cater for their learners and whether they are aware of the diversity of learning styles among their learners. Until recently, teacher-centred approach had prevailed with no exceptions or alternatives to teaching out of the norm. The thesis tries to present detailed information about this phenomenon and introduce the idea of learning styles to teachers.

The thesis undertakes to answer the question whether the teachers are aware of the diversity of learning styles in their classrooms. Closely monitoring the teacher and two classes provided enough evidence about the teacher's traditional approach to teaching as opposed to the author's attempt to differentiate and deliver differentiated instructions. The author tries to unravel this question and see whether differentiated instructions and catering for multiple intelligences can make a difference.

The findings presented in the last chapter are based on a comparison of key features which a traditional classroom instruction and a multiple-intelligences-base lesson comprise. It should provide an idea of how much teachers influence the learners and what the teachers can do, if they decide, to cater for multiple intelligences.

I. Theoretical part

1. Language learning

1.1 L1 – Language learning of L1

The first language (L1) is another name for mother tongue. It usually is the language spoken in children's home. In this thesis, L1, is the Czech language, the first language of the learners taking part in my research. People start to learn the language when they are about six months old. Firstly via 'coos' and 'gurgles' and later they are able to form sentences consisting of several words.

Some authors (e.g. Krashen (1981)) distinguish between language acquisition (i.e. acquisition of a language in natural environments, such as when a child is learning a language interacting with parents or with peers) and language learning (i.e. it is understood as intentional classroom instruction of a second or third language). In this work, I am drawing on authors and resources (e.g. Pinter (2006), Cameron (2001)) which do not focus on this distinction and speak only about language learning meaning both learning and acquisition.

Pinter (2006) describes language learning as an active process because young learners learn through explorations by talking with others, usually with adults. She mentions other authors and psychologists who explain what language learning is and how one can learn language from his/her early stage.

Jean Piaget refers to language learning as 'constructivism'. Pinter (2006, p. 5-6) explains: "He suggested that children construct knowledge for themselves by actively making sense of their environment." Cameron (2001, p. 2) continues: "Piaget's concern was with how young children function in the world that surrounds them, and how this influences their mental development. The child is seen as continually interacting with the world around her/him, solving problems that are presented by the environment."

They learn the language through the process of assimilation and later through the process of accommodation. These are the two sides of the same process, the process of language learning. Cameron (2001, p. 3) explains this phenomenon as "assimilation happens when action takes place without any change to the child; accommodation involves the child adjusting to features of the environment in some

way." Moreover, these processes are dependant one on another and they happen together. Both processes are seen as adaptive processes and they eventually become processes of thinking.

Piaget presents four stages of children language learning development. The first stage is sensory-motor stage. This stage is typical for learners from their birth to two years of their age. Learners learn by manipulating objects around them. The second stage is called pre-operational stage and is typical for learners aged from two to seven years old. Learners learn by perception and later by logical thinking. This stage is characterised by egocentrism and lack of logical thinking. The third stage is a concrete operational stage and learners are seven to eleven years old. They have adult-like thinking and logical reasoning. The fourth stage is called the formal operational stage and learners are eleven years old and onwards. They are able to understand and use more abstract terms and logical operations. Piaget claims that all learning is happening in social interactions with others. Learning is usually carried out in dialogues and conversations (Pinter, 2006).

Nevertheless, many authors do not agree with his theory claiming that he underestimates children and their abilities. For example, Lev Vygotsky claims that social environment also plays an important role, not just the biological factors. He presents the 'Zone of proximal development' (ZPD). It can be described as the difference between the current knowledge and potential knowledge achievable with some help (Pinter, 2006). What a child can do/learn if someone will skilfully help him/her as opposite to what a child can do alone. The difference between Piaget's and Vygotsky's theory is that "whereas for Piaget the child is an active learner alone in a world of objects, for Vygotsky the child is an active learner in a world full of other people" and people are of a big role in helping children to learn (Cameron, 2001, p. 6).

Another author, Jerome Bruner, talks about 'scaffolding'. It can be described as a process or strategy which ensures that one can gain confidence to take control of the task. Pinter (2006, p. 168) describes scaffolding as "an instructional strategy whereby the more knowledgeable partner (often parent or teacher) offers carefully adjusted support to help the child carry out a task so that the child can finally take over control of the task." Cameron (2001, p. 8) continues: "For Bruner, language is the most important tool for cognitive growth, and he has investigated how adults use

language to mediate the world for children and help them to solve problems." If the process of scaffolding is successful it needs to be tuned ad adjusted to the needs of a particular child.

Bruner also comes with the notion of 'formats and routines' claiming that these often help the process of scaffolding. They are the combinations of something familiar and something new to be learned. Furthermore, every teacher is aware how helpful routines in the classroom situations are.

Nevertheless, there are many more theories that explain how children learn their mother tongue and how are they able to understand individual words and their meanings. Lightbown and Spada (1998) presents another three theories how children learn the language. The first theory is called the behaviourist theory and claims that language learning is a process of imitation and habit formation. According to this theory children hear sounds and they imitate them and form habits of correct language use.

The second theory is referred to as the innatist position. The author of this theory is Noam Chomsky and he claims that children do not need to be taught to speak and that every child will eventually learn to speak as well as to walk, eat, etc. Lightbown and Spada (1998, p. 7) continues: "The linguist Noam Chomsky claims that children are biologically programmed for language and that language develops in the child in just the same ways that other biological functions develop."

And lastly, the third theory is referred to as the interactionist position. The core of this theory, according to Lightbown and Spada (1998, p. 14), is that "language develops as a result of the complex interplay between the uniquely human characteristics of the child and the environment in which the child develops" which means that the environment not only shapes the child but also influences him/her.

1.2 L2 – Language learning of L2

The second language (L2) is often referred to as non-native language or target language, the language that is learned after the mother tongue is learned. By L2 we mean English language.

The language learning of L1 is described by two processes – assimilation and accommodation. Nevertheless, the process of accommodation has been taken into

language learning of L2 as well. Cameron (2001, p. 3) continues: "Accommodation is an important idea that has been taken into second language learning under the label 'restructuring', used to refer to the re-organisation of mental representations of a language."

In the Czech Republic English is taught as a foreign language in primary curricula. Nevertheless, the language is often taught by non-native speakers. There are plenty of teachers who are trained primary teachers, but they are not fully qualified language teachers. On the other hand, there are also a lot of language schools where the language is taught by native speakers who are often not fully qualified teachers of English (Phillips, 2007).

Furthermore, it is crucial to realise the motivation behind language learning. In most cases children learn the second language as a school subject. As Pinter (2006, p. 32) explains: "When children start learning English, they are not immersed in an English environment and they are not learning English to make friends or fit into a new school and culture." It is no longer believed that the younger learner the better. It depends on how teaching is organised in practice.

The reasons behind 'the younger the better' are obvious. As Cameron (2001, p. 1) states: "Children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don`t quite understand why or how." On the other hand their attention span is rather short, and they might find themselves less motivated to learn the language, as opposite to adults.

Moon (2000) claims that there are many ways/methods children can learn a foreign language. She presents ideas/quotes from teachers attending an international summer school. All of them are right (or at least partly) and all of them are valid nowadays. Moon (2000, p. 3) continues:

> Children learn a foreign language
> '… in a natural way, the same way they learn their own language.'
> '… through being motivated. It depends on the teacher's style. If the teacher motivates them, they would learn fast or quicker.'
> '… by listening and repeating.'
> '… by imitating the teacher. They want to please the teacher. They feel embarrassed when they make mistakes.'

'… by doing and interacting with each other in an atmosphere of trust and acceptance, through a variety of interesting and fun activities for which they see the purpose.'

'… through translating sentences into their own language.'

Mercer, Swann and Mayor (2007, p. 127) further claims: "In any classroom where English is the medium of instruction, an important part of a teacher's job is to help pupils learn and understand the specialised English of curriculum subjects." These include technical vocabularies of science, mathematics, art, etc. The teacher should always check the learners' understanding and not just assume it. Learners, especially younger ones, may often feel embarrassed or confused by such words.

Many scientists argue whether the Czech language should be used while teaching English. Some say that teachers should always use English only, some say that there are some special circumstances when Czech could be used. Phillips (2007) claims that even though English should be used as often as possible there are situations/occasions when using English only can be counterproductive. She claims that it can be time saving and less frustrating for learners to provide instructions in their mother tongue than in the target language, especially when giving more detailed instructions. Another strategy is that the teacher can ask a question in English and ask for its translation. Also, when asking for feedback or evaluation it is much easier for learners to express their feelings in their mother tongue. Another strategy how to avoid Czech instructions, or at least partially, is to use gestures, head or hand movements, facial expressions, closeness or body contact.

Mercer, Swann and Mayor (2007, p. 134) allege: "In circumstances where English is being used as a classroom language but where the pupil's first language is not English, a teacher may codeswitch to the first language if problems of comprehension arise." They agree with Phillips (2007) that this codeswitch may be used in situations such as control purposes or making comments. Nevertheless, the teacher should always clarify when it is all right to use Czech and when not.

Moreover, the language used in the classroom is affected by many factors. "Classroom generate some typical patterns of language use, patterns which reflect the nature of teaching and learning as a social, communicative process which takes place in the distinctive institutional settings of school." (Mercer, Swann & Mayor, 2007, p. 142)

Moon (2000, p. 63) discusses the advantages and disadvantages of using English while teaching it. Table 1 below summarizes her opinions and ideas.

Advantages	**Disadvantages**
It increases the amount of exposure pupils get to English.	It can take a long time to explain things, even using gestures, etc. Pupils who are anxious to do the activity may lose interest or lose concentration.
It develops pupils' confidence in the language.	Weaker or slower pupils may lack the confidence to believe they can learn through English; they may be frightened or put off English.
It provides real reasons for using English to communicate, e.g. in giving instructions, getting information from pupils.	Teachers may have limited English or insufficient fluency in the language. They may give pupils incorrect models.
Much classroom language, e.g. instructions, has a simple and repetitive pattern which can be picked up by pupils (as chunks) without them being aware that they are learning.	It may be very difficult to do any reflection on learning or discuss pupils' opinions about their learning in English because pupils have limited English.
It can motivate pupils to want to learn.	For pupils who are not highly motivated, it may involve too much effort to try to understand.
It develops greater fluency, as pupils are encouraged to think in English from the early stages.	It may take longer to cover the syllabus.

Table 1. Advantages and disadvantages of using English. (Moon, 2000, p. 63)

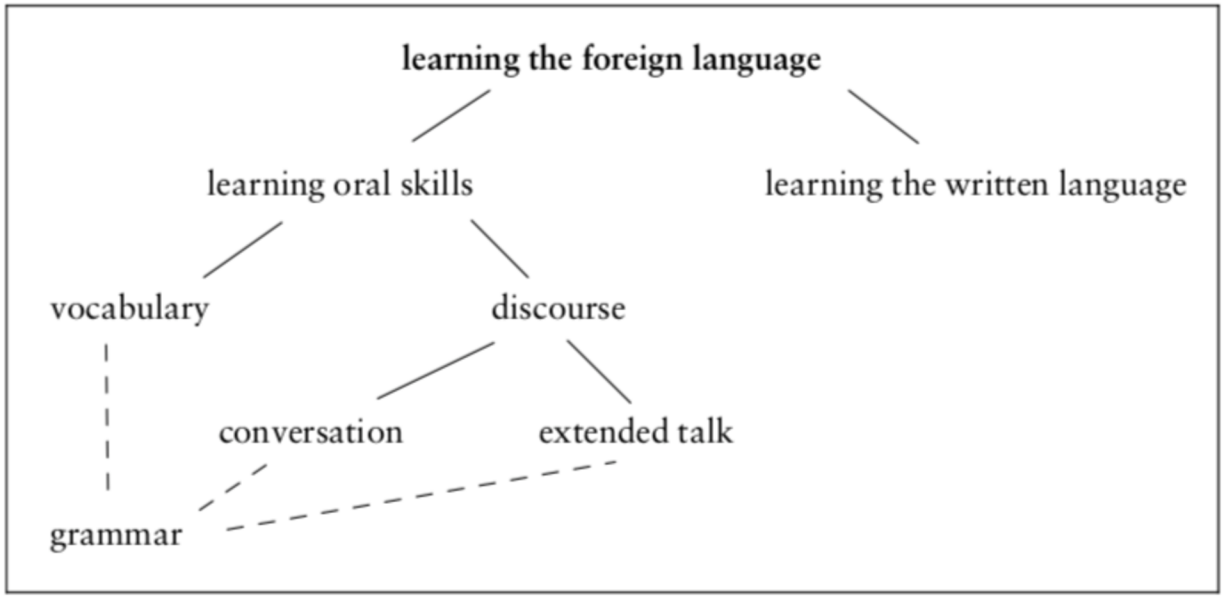
Moon (2000, p. 66) also presents many reasons why teachers might use L1 in their classrooms and what can be reasons behind it. These reasons can be:

- to soothe the child and demonstrate sympathy/closeness.
- to show knowledge of the answer.
- to communicate the answer to the teacher.
- to communicate a message to friends/the teacher.
- to develop rapport/closeness with teacher/pupils.
- to save time.
- to assist communication of a message.
- want to check if the children have really understood.
- to assist language learning when children do not have sufficient levels of language to discuss through the L2.

To sum up, there are many scientists who argue whether to use English only or whether it is alright to use the mother tongue while teaching the target language and if so in what situations it is alright. At the end, the use of L1 and L2 in the

classroom will differ according to the teacher, learners, the topic, etc. There is no general rule or conclusion to this phenomenon. Nevertheless, the recommendation can be established to use the target language as much and as often as possible.

When teaching young children Cameron (2001) recommends dividing up the language as is illustrated in picture 1 below. Especially young learners have to be taught orally and developing their speaking skills and later, after they start compulsory schooling and develop their writing skills, they can be taught to write in English. Nevertheless, Cameron (2001, p. 19) adds: "This division is, though, and can only ever be, an artificial breaking up of what grows through an 'organic' process in a child's mind."



Picture 1. Dividing up language for child foreign language learning. (Cameron, 2001, p. 19)

2. Language acquisition

To fully understand the term acquisition it is important to realize what the difference is between language learning and language acquisition. Krashen (1981) describes language learning as a conscious process when the language is learned via making errors and learning grammar rules as opposed to language acquisition which is seen as an unconscious process and is considered to be more important.

2.1 L1 – Language acquisition of L1

In the process of learning and acquiring the language is a phase called 'the silent period'. Krashen (1981, p. 8) describe this phase as "time during which they build up acquired competence through active listening." The phase is individual for each learner and can last for several months. Noam Chomsky for example presents 'language acquisition device (LAD)'. LAD is something programmed in every person that enables him/her to learn and acquire new language (Průcha, 2011).

Sternberg (2002) furthermore describes five phases of language acquisition. The first phase is characterised by cooking and learners can produce only individual sounds, not words. The second phase is characterised by babbling and learners can produce phonemes. The third phase is characterised by producing isolated words. The fourth phase is characterised by multiple words or telegraphic speech. And lastly, the fifth phase is characterised by producing sentences.

2.2 L2 – Language acquisition of L2

Ellis (1997, p. 3) describes language acquisition of L2 as follows: "The second language acquisition can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom, and 'Second Language Acquisition' (SLA) as the study of this." Gass and Selinker (2008, p. 7) describe this process as "the process of learning another language after the native language has been learned."

The language is acquired unconsciously and during this process no errors should be corrected, and no rules should be explained. Therefore, there are individual differences when acquiring the second language. These differences can be caused by our environment or by individual social and psychological differences such as learning strategies, motivation and language aptitude (Ellis, 1994 & 1997).

3. Teaching English to young learners

This thesis is dealing with the group of learners often being referred as young learners. There are two groups of learners which were evaluated and observed over fifteen months. The first group of learners are 5th graders who turned 6th graders this year and the second group of learners are 6th graders who turned 7th graders this September. Therefore, in the next chapter I will focus on the developmental characteristics of this particular age group.

3.1 Characteristics of young learners

Young learners are a group of learners who just started compulsory formal schooling, meaning learners who are five or six years old, to learners who are eleven or twelve years old. This period corresponds with the years spent in primary or elementary schools and their later transition to secondary schools. Rixon (1999, p. V) adds:

> The upper age limit is a convenient one since in many other countries, too, the age of 11 or 12 brings a change from one type of school to a different one, or from one department to another within a single institution. It is also true that, in the experience of many teachers, children at about the age of 11 or 12 begin to change in their approaches to many aspects of life and learning, including the learning of a foreign language.

Nevertheless, when determining this group not only learners' age should be taken into account, their maturity should be taken into consideration as well. Phillips (2007) claims that factors that influence one's maturity can be culture, environment (city or rural), sex or the expectations of peers and parents. Pinter (2006) adds that primary school education differs in various parts of the world as learners start formal schooling at different age. Therefore, there are many differences among all children as they all are unique, and they also learn at their own natural speed. They also have lower levels of awareness of themselves as language learners and about the process of language learning and have limited knowledge about the world. They can be easily excited by fantasy, movement activities and imagination.

3.2 Specifics of school teaching

Going to school for the first time can be difficult and challenging. Especially, when the first years of schooling are important in learner's overall development (intellectual, physical, emotional, social). They also learn plenty of new skills (reading, writing). These skills are oftentimes dependent one on another, such skills can be, for example, to identify odd shapes, to be able to use imaginary and hypothetical words, to make deductions, to develop balance and spatial awareness, to share and cooperate within the group and furthermore the learners need to learn how to learn. Pinter (2006) adds that this stage can be difficult for them as they have limited reading and writing skills in their first language. Therefore, the teacher should be encouraging, helpful and understanding (Phillips, 2007).

Pinter (2006, p. 99) claims: "The overall aim of incorporating some kind of 'learning to learn' is to begin to raise children's awareness of the various factors that influence their language learning and to give them some time and space to start to think for themselves." This is a rather complex task for the teachers and again there are no rules how to establish it. They can start, for example, with boosting their self-esteem, emotions or feelings, explaining what language learning is and to help them organize, categorize and memorize linguistic information in an effective way.

The 'need to learn' consists of several stages/questions learners should be able with the help of the teacher to answer. According to Moon (2000, p. 167) these are:

- How do I learn? (They need to become aware of the strategies they are using and how effective they are.)
- What are my goals? (They need to know why they are learning so they can set their own goals and plan their learning.)
- How shall I manage my learning? (They need to manage their learning, their feelings about learning and make choices so that they are using their time and their skill in the most appropriate way.)
- How am I getting on? (They need to be able to monitor their learning and evaluate their progress so that they can take appropriate steps to improve it.)

Mercer, Swann and Mayor (2007, p. 117) present three learning tasks children has to learn. These are:

1. Pupils have to learn the special ways of using English that apply in school, because they are unfamiliar with educational conventions and the technical language of curriculum subjects.
2. Pupils may have to learn to speak and write in English if they have grown up speaking some other language, or to use Standard English if they have grown up speaking a 'non-standard' English.
3. Pupils have to learn the ways in which written English differs from spoken English and how written texts are constructed.

To sum up 'learning to learn' can be described as: "It involves becoming more aware or conscious of how you learn language, what will best assist your language learning and how to take greater control over it." (Moon, 2000, p. 176) This involves a whole process of creating, planning, managing, monitoring and evaluating one's learning.

The teacher when teaching this group of learners should be aware of and take into account not just their age but also their maturity. As Phillips (2007, p. 3) points out: "The approach and type of activity that you decide to use with a class will be influenced by your knowledge of their circumstances, attitudes, and interests rather than simply by the children's physical age." The teacher should be friendly, welcoming and relaxed. They should make sure that there is an optimal seating arrangement, enough light and fresh air in the classroom.

To make learners more comfortable with using English only the teacher can create an English corner where learners' work can be displayed. The teacher also has some routines which learners recognize and actively use, for the example at the beginning of each lesson. Another strategy is to tell the learners what they are going to do in each lesson thus they know exactly what to expect. To make learners feel safe while and with speaking English it is recommended to recycle the language constantly.

When teaching English to young learners it is also crucial to take into account their developmental stage. When planning an activity, the teacher should be aware of what a child can and cannot do at the certain age. Phillips (2007, p. 5) claims: "As a general rule, it can be assumed that the younger the children are, the more holistic learners they will be." Pinter (2006, p. 167) describes young learners as holistic learners as well and explains that even though learners understand meaningful utterances, they are not able to analyse the language itself. She further explains the

term: “Learners who are not yet able to analyse and manipulate language in an abstract way; they learn language by understanding meaningful messages.” It means that learners may not understand every single word in the song, but they have a general idea what the song is about, they can deduce the meaning. In Merriam-Webster dictionary (n.d.) the holistic approach is explained as “relating to or concerned with wholes or with complete systems rather than with the analysis of, treatment of, or dissection into parts.” This means that teachers do not have to translate each new word to learners. The teacher should rather focus on an overall message and make sure that learners understand to the meaning of an utterance.

As young learners are still developing (mentally and physically) their language and understanding to the language is developing as well. It is therefore crucial to use language that is at children’s level and to choose such words or phrases they will not have any problems to understand to. The teacher might also find oneself in a situation that will require to adjust the language by repeating, rephrasing, extending as well as adjusting the speed and volume of the speech, etc. (Moon, 2000).

Furthermore, to have some extra activities prepared for early finishers is also a good idea. The ‘quicker’ have something to do and the ‘slower’ do not have to feel embarrassed. To get more information about the learners, the teacher can get from their parents. “Teachers may also want to foster positive and active relationships with parents, who are the most important sources of information about the children in their classes.” (Pinter, 2006, p. 30)

Working with this group of learners brings advantages as well as disadvantages. Phillips (2007, p. 5) claims:

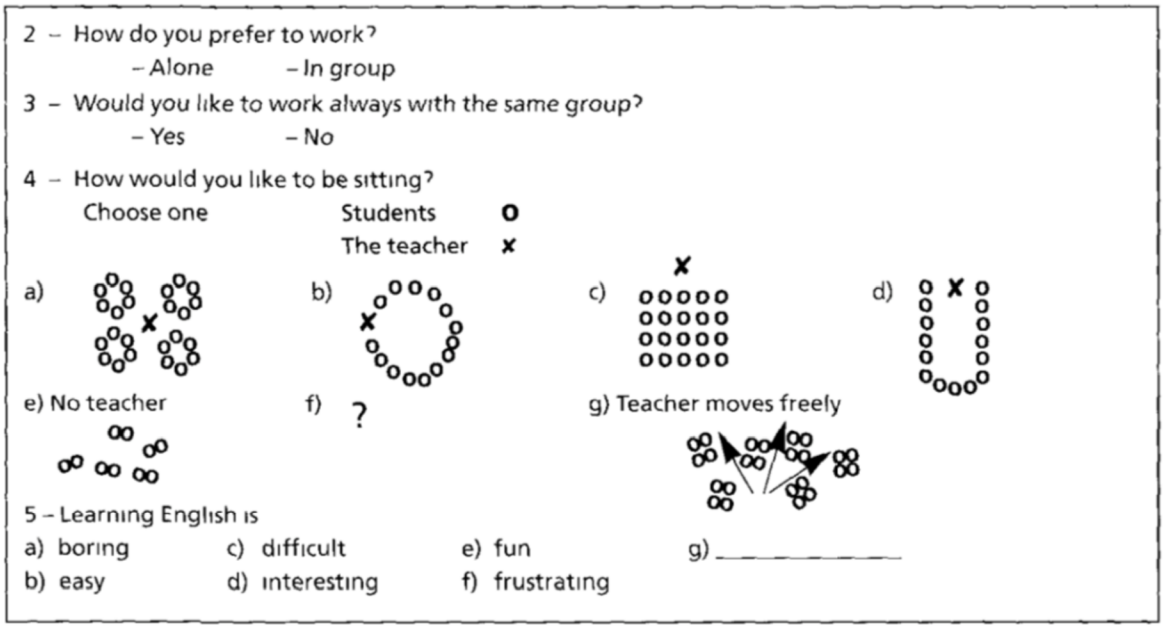
> Younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system. … On the one hand they respond to the meaning underlying the language used and do not worry about individual words or sentences; on the other, they do not make the analytical links that older learners do.

Advantages, on the other hand, can be that they are great mimes, learners are unselfconscious and are eager to try new activities prepared by the teacher. Classes therefore can be more enjoyable and stimulating as learners are motivated to learn new things. Moon (2000, p. 24-25) continues: “Younger children tend to be more

positive and enthusiastic. … The teacher, teaching methods and parents are a strong influence on younger children."

Another advantage can be: "As children mature, they bring more intellectual, motor and social skills to the classroom, as well as a wider knowledge of the world. All these can be applied to the process of acquiring another language." (Phillips, 2007, p. 5) Therefore the lessons should be relevant, practical and communicative. The teacher should focus more on the language itself than on the grammar. It may be difficult or too abstract for learners to understand grammatical rules, especially for the younger ones. Phillips (2007, p. 6) claims: "It is common sense that if an activity is enjoyable, it will be memorable; the language involved will 'stick', and the children will have a sense of achievement which will develop motivation for further learning."

As mentioned above, it is not easy to teach this group of learners as they started compulsory schooling only recently. It is beneficial to know what type of activities, work, seating arrangement our learners prefer and what is their relationship with English language as a new language. Picture 2 below is an example of a mini survey the teacher can do with the learners. It can also, especially with young learners, be translated into Czech language or provide Czech translation along the original task. The outcomes can show the teacher what are learners' ideas about language learning and how they would like to learn.



Picture 2. Classroom survey. (Moon, 2000, p. 22)

3.3 What type of activities are suitable?

When planning lessons and activities for young learners there are some points the teacher should bear in mind. All learners are unique learners. The activities should be simple as well as the instructions. The activities should be planned for their age level and maturity level and should correspond with their abilities. Learners should also be provided with sufficient time to fulfil the tasks. There should be more orally-based activities than the others. Especially when teaching young learners, it is not recommended to use majority of written tasks and assignments. Phillips (2007) recommends games and songs, total physical response activities (TPR), colouring, cutting, sticking, simple and repetitive stories and speaking activities.

Learners can work individually, in pairs, in groups or as a whole class. Individual work is recommended for reading activities, keeping their vocabulary records or making things. Pair work is recommended for speaking activities (role plays, information gap) or reading and writing tasks. It is also recommended to ask two pupils to demonstrate the activity in front of the whole class. Groups usually consist of more than three pupils. To have groups of more than five pupils is usually counterproductive. Whole class work is suitable for the activities when the whole class should focus on the teacher, for example when giving instructions or a lecture. Nevertheless, especially at the beginning it may be difficult to work in one large group. Therefore, it is recommended to start with pair and group work and eventually progress to whole class work (Phillips, 2007).

Ideally, the classroom organization would have easily movable desks and chairs, an open space for performing activities, a quiet corner for reading or self-study and a noticeboard where learners' work can be displayed. Nevertheless, this is unfortunately not always possible. Some teachers create 'English corners' where learners' work can be displayed and when they can find useful vocabulary or extra materials.

Moon (2000) adds and describes a positive classroom atmosphere. The teacher should create such atmosphere that it provides a sense of security as well as a sense of self-esteem and confidence to make teachers and learners feel safe and welcomed in the classroom situations. The teacher can design or negotiate classroom

rules with learners in order to create a sense of security in the class. As far as developing learners' self-esteem and confidence is concerned it is recommended to share hopes and fears within the group.

While planning the lessons teachers should remember that young learners need to learn to learn and need to be shown how to organize their work. In our environment this is usually achieved by having three different notebooks – schoolwork, vocabulary, grammar – and some may even have a portfolio for their projects and worksheets.

Listening activities are important in primary schooling. They are the source of the language from which learners can learn and acquire new language. One strategy is "to let the children listen to language which is a little above the level with which they are already familiar." (Phillips, 2007, p. 15) Teacher can help to convey the meaning by using pictures, photographs, mime and body language. When teaching foreign language there is also a period called the silent period. It means that even though learners understood the message they are still hesitant to respond in the target language. Nevertheless, the teacher should remember that not only cassettes and CDs are the sources of the language, the teacher is a great source as well – the teacher gives instructions or could retell the story. Pinter (2006, p. 45) agrees and adds: "Teachers are the major sources of language input for children. Just as in mother tongue learning, English should start with an emphasis on listening and then speaking." That is the reason why listening and speaking activities are so popular among young learners.

When planning the lesson and searching for the suitable listening source one should consider the type and the length of the text. The text should be challenging but no too broad or long for young learners have a short attention span (Pinter, 2006).

One example of listening activities can be stories-based activities. They are a great source of all cultures and have universal appeal. The teacher can do many activities with stories, there is a whole range of pre-reading, while-reading and post-reading activities. There are no limitations. Another type of activity is total physical response (TPR). It is based on the premise that the teacher tells learners what to do and they react upon it (Phillips, 2007).

Speaking activities are largely popular among young learners. They love telling the stories, conversations, songs, etc. It is also much easier for them to attain native-like pronunciation and that is something many adults struggle with while learning foreign language. Young learners also respond better to music and rhythm. Therefore, they appreciate songs and chants. While teaching or learning speaking there is a lot of skills one has to learn – vocabulary, pronunciation, structure, functions, etc. Another type of activities is storytelling or information gathering activities. Nevertheless, the teacher should always remember: "It is important to bear in mind that children need to see the reason for doing the activity … This end-product is an important motivating factor, often more important than the topic itself." (Phillips, 2007, p. 34) The problem which may occur while teaching this group of learners is that they lack some knowledge in their mother tongue and thus it can be more difficult to express themselves in the target language.

Another type of speaking activity, presented by Mercer, Swann and Mayor (2007), are educational dialogues. It is language used in the classrooms among teachers and their learners. Initiation-Response-Feedback exchanges (IRF) are also typical for classroom situations. These exchanges can be easily taught as the archetypal form of interactions between a teacher and a learner.

Reading activities can be quite tricky, especially for young learners who need to learn to read in their mother tongue first. There is no guide how to successfully teach reading and writing. There is no general rule to follow. As Pinter (2006, p. 65) continues:

> Needless to say, if there is no formula for teaching reading to children whose first language is English, then there is certainly no formula for reaching in English as a second or foreign language because second language contexts can be varied and complex. Whether reading and writing are introduced at all, and if yes, when and how, will depend on many factors such as the age of children, the level of their exposure to English as a second language, their first language background, and their ability to read in their first language.

Therefore, it is up to each teacher how he/she decides to present these activities. Several tips are provided below.

One possibility how to present English through reading in one's classes is to read aloud, preferably from a picture book thus they can see what the teacher is reading about. These exercises can be followed, for example, by comprehension questions, true/false questions or 'sort it out' exercises. It is important to choose texts in which learners will be interested and will be enjoyable.

The most popular type of reading materials are stories and factual texts. Phillips (2007, p. 46) adds: "Recently, there has been a lot of emphasis on the use of authentic reading material in the language classroom, both for the language content and because children need to learn to interpret non-linguistic cues such as pictures." Nevertheless, they may contain all sort of expressions, for example idiomatic expression, that make them really difficult to use with younger learners. It is therefore important to find the balance between texts that are too childish and texts that are difficult to understand. One possibility is to work with magazines (e.g. Click) or with readers (Phillips, 2007).

Therefore, choosing a right book is crucial. Rixon (1999, p. 54) continues: "Certain books acquire a particular significance in a child's life, and the relatively simple text may be re-read for many years; it is not a secret that many adults derive genuine pleasure from reading books for children, either." The only solution that comes to mind is to have a good selection of books/reading materials. Having a book with visually attractive illustrations is nevertheless always a win. It is also highly recommended to work with such texts that learners are, to some extent, aware of or familiar with. For example, fairy tales; even though each author says the story slightly different the archetypal story will be familiar for all children.

Writing activities can also be quite challenging to teach. The question arises when it is the right time to start teaching writing in English. Furthermore, learners need to learn to write in their mother tongue first. Therefore, it is recommended to start teaching English firstly through listening and speaking, then start with reading and lastly with writing. Phillips (2007, p. 57) states: "Writing is much more than the simple mechanics of getting the words down: it also involves being creative, spelling, grammar, punctuation, choice of appropriate words, sentence linking, and text construction; and, for older children, having ideas about content, and the ability to be self-critical and to edit their own work."

Mistake correction is undoubtedly closely connected with writing. When correcting assignments, the teacher should correct not just the text itself but also learners' English. When correcting one should remember that the teacher should be positive and appreciative of learner's work and not just constantly look for learners' mistakes (Phillips, 2007).

Vocabulary and grammar activities are usually popular among young learners as they tend to learn new vocabulary rather quickly. On the other hand, they are rather slow to learn structures. Phillips (2007, p. 68) explains: "So in order to teach structures to young children, we need to repeat the same structures over and over again in different meaningful contexts, using a variety of vocabulary." This is much easier with older learners as they are able to divide the language into its component parts. The best way to teach new vocabulary is undoubtedly with illustrations or by showing the real objects. Learners know what the subject is and there is no need for extra translation. Phillips (2007, p. 68) adds: "Both vocabulary and grammar need to be taught in context and the children should always to be given plenty of opportunities to use the language that they have learned in class." In other words, they need to practise these rules in real life situations.

Pinter (2006, p. 86) claims that young learners are holistic learners, and this can be seen when teaching vocabulary and grammar. "For younger children, vocabulary and grammar should be learnt in a holistic way and only when they grow older and begin to show interest in language analysis, can separation begin with the powerful tool of analysis while they continue to learn from rich input." Example of such approach are stories which are a source of vocabulary and grammar together. Cameron (2001) adds that it is not necessary or possible to teach grammar to young learners directly. The teacher should rather seek opportunities for grammar learning when it arises.

Games can be a nice addition to language classrooms. They provide opportunities to practise English in a more enjoyable and rewarding way. Pros of games are the ability to cooperate and to compete without being aggressive. They can be used to make teams and in group forming activities. Having different groups each lesson will help learners to get used to working with all their schoolmates (Phillips, 2007).

Songs and chants are quite popular among young learners as well as with older learners. Interestingly, music and rhythm make it easier to remember new language than just spoken language. Nevertheless, it is crucial to choose popular and up to date songs. As Phillips (2007, p. 94) explains: "There are many different songs and chants, from traditional ones to specially written material for young language learners. Traditional songs and chants often contain obscure or out-of-date language which may outweigh their usefulness, but they do have the advantage of being part of English-speaking culture." Songs and chants can be used throughout the whole lesson and they help to form group identity.

Craft activities are an important part of the curriculum as they stimulate learners' imagination and help to develop hand-eye coordination. Learners usually find them motivating, challenging and entertaining. In order for the activity to work in the class, it is recommended to try out the activity first to have the best outcome. Nevertheless, the teacher should not expect creative art from each learner, after all they all are individually craft-talented. The process is important, not the product itself. To teach English while doing craft can be tricky. Therefore, it is recommended to use simple sentences, for example ask for a pair of scissors, to encourage the learners to speak in the target language and to provide real-life topics and communication. At the end of the activity the teacher can do an exhibition of learners' final products (Phillips, 2007).

Videos, TV and serials are part of nowadays life. It is no surprise that these are really popular among all learners and their use in the class can be effective. These visuals help learners to understand the meaning better. Nevertheless, when choosing the right visual the teacher should always consider what type of video to choose, its length and language level (Phillips, 2007).

3.4 Lesson plans

This subchapter deals with lesson plans as they are important part of teachers' preparation for lessons. It is crucial for the teachers to plan ahead and do their best to be sure that the lessons proceed smoothly and without major errors. The question may arise whether lesson plans are important and why should teachers create them.

They are the important part of a teacher's job and are crucial for the teacher as well. Moon (2000, p. 100) continues:

> Lesson planning
>
> a) helps the teacher to be more confident in teaching
> b) provides a useful systematic outline/guide/reference for smooth efficient teaching
> c) helps the teacher to prepare for the lesson
> d) helps to provide a useful basis for future planning
> e) helps the teacher to be more organized
> f) helps the teacher to plan practically lessons which cater for different pupils
> g) helps the teacher to know whether he/she has achieved his/her teaching objectives
> h) enables the teacher to judge his/her performance
> i) is proof that the teacher has taken a considerable amount of effort in his/her teaching
> j) gives a sense of direction in relation to the syllabus
> k) helps the teacher to identify which areas/parts did not go well in his/her teaching
> l) is an administrative requirement.

Moon (2000) further states that lesson plans should be motivating and should contain some new language. With each activity performed in the class learners should be informed about the purpose of the activity. While planning the lessons teachers should also be sensitive about differences in culture, race, religion, etc.

While preparing lesson plans the teacher should remember: "The younger the child, the shorter attention span, so plan a series of activities per lesson: some quiet, some active, some involving the whole class, some in pairs or groups. These changes of pace and focus help keep the children interested and motivated." (Phillips, 2007, p. 135) It is also recommended to present the new language in the first half of the lesson when learners are fresh and not tired or overwhelmed. Phillips (2007, p. 136) continues: "A balance of skills work, grammar, and vocabulary is as necessary as a balance of types of activity. Lessons with younger children should be based mostly on listening and speaking, while those with older children can contain a mix of skill."

Pinter (2006, p. 127) provides several tips/questions the teacher should mind when planning a lesson.

1. Do the lessons fit together well? (Is there a logical progression from one lesson to the next? Does my second lesson build on my first lesson?)
2. Do the lessons look balanced in terms of variety of activities, skills, interaction patterns? (Is there a range of activities, are both listening and speaking practised and is there any group or pair work?)
3. Do I have a progression from receptive to productive practice (listen first and then speak)?
4. Are the activities meaningful for the children? Why will they want to do them?
5. Is the language outcome real, natural? Is the sample language planned for the activities real and meaningful? Would children use the language like this in the real world?
6. Are all the activities different? Check that no two activities do exactly the same thing.
7. Have I thought of optional activities for those pairs/groups or individuals who finish early?
8. Have I included my usual warmers/closing activities such as homework check?
9. Have I included timing for each activity?

Pinter also says that after each lesson it is a good idea to brainstorm about the lesson – what went well or what went wrong, additional notes and improvements, thoughts.

According to Moon (2000) a good lesson plan should consist of several components. These are:

- Background information – This section should include information about the age, time and number of learners in the class.
- Objectives – Information about what the teacher wants the learners to know at the end of the lesson.
- Language skills – This section should focus on the description of the four main skills (listening, speaking, reading, writing).
- Functions – What is the function of a particular language skills.
- Vocabulary – What are known and new words.
- Language structures (receptive) – Reading and listening.
- Language structures (productive) – Speaking and writing.
- Resources
- Attitudes

Nevertheless, there is no general rule how a good lesson plan should look like. Each teacher`s lesson plan looks slightly different; the categories may be called differently or be followed differently. The components provided above can be seen just as tips on how a good lesson plan should look like.

Another important aspect when planning a lesson is choosing a right activity for the learners. Each age group of learners will be interested in a different type of activity. Table 2 below shows activities in which learners can focus on their language at home. Nevertheless, this could also be easily applied to classroom situations.

7-year-olds	**10-year-olds**	**13-year-olds**
Games and songs Books Tales Playing Paper Teacher Writing Reading Video/TV	Practising it Studying Paying attention in class Making an effort Completing your homework Translating a short text every day Travelling abroad	Practising at home Songs Books with examples Listening to tapes Watching films Reading books

Table 2. Activities for successful (English) language learning. (Moon, 2000, p. 165)

Nevertheless, these categories are not final, and they often overlap. Nowadays other categories should easily be added, for example YouTube, cinema, Facebook, Instagram, Pinterest. The preferred activities change during the life period. While seven years old children enjoy playing games and the teacher is a role model for them, we cannot expect the same from thirteen years old learners.

Cameron (2001) presents types of task demands. She presents different type of tasks and describes the possible demands and support. The types can be seen in table 3 below.

Cognitive	- Demands vary with the degree of contextualisation of language; difficulty of concepts that are needed to do the task (e.g. use of graphics, colours, telling the time). - Support can come from the contextualisation of language; from the use of concepts already developed; from familiar formats of graphics or activity; from familiar topics and content.
Language	- Demands vary with whether the language is spoken or written, understanding or production, extended talk or conversation; with vocabulary and grammar needed; with the genre; with the amount of L1 and L2. - Support can come from re-use of language already mastered; from moving from easier domain to more difficult, e.g. spoken to

	written; from using known vocabulary and grammar to help with the new; from use of L1 to support L2 development.
Interactional	- Demands vary with the type of interaction required, e.g. pair work; with the participants in talk – adult/peers; with the nature of interaction, e.g. question + answer. - Support can come from the type of interaction, e.g. pair work; from helpful co-participants; from the use of familiar routines.
Metalinguistic	- Demand may include the use of technical terms about language in production or comprehension e.g. in instructions, in feedback. - Support can come from familiar technical terms to talk about new language; clear explanations.
Involvement	- Demands vary with the ease or difficulty the learner has in engaging with the task, e.g. length of task stages; links to child's interest and concerns; novelty, humour, suspense. - Support can come from content and activity that is easy for the learner to engage with, e.g. links to child's interest and concerns; from mixing physical movement and calm, seated activities.
Physical	- Demands vary with how long the child must sit still for; with actions needed; with fine motor skills needed e.g. to write or draw. - Variation in sitting and moving; used of familiar actions; match to level of fine motor skills development, e.g. to write or draw.

Table 3. Types of task demands and support. (Cameron, 2001, p. 25-27)

It is crucial to at least consider these demands as they play an important role when planning a lesson and delivering in the classroom. Equally important is also to consider how can the teacher support his/her learners when presenting new language or activity.

Cameron (2001) further states that each activity presented in the classroom should have a meaning and purpose for learners, a clear goal/aim, a topic, the beginning and end and all learners should be involved. When planning a lesson the teacher should focus on familiar patterns and should be aware of what a child can do at certain age/language level. This includes using concrete and meaningful vocabulary and its constant repetition. The teacher should also check whether the learners understand the new language and provide an explanation or demonstration.

I have included this subchapter because I think it is important to consider these demands on the teacher. Lesson plans should not be seen as just a collection of activities. I believe that these activities should be put together in a way that they attract learners and they should understand the purpose of such activities, to see the reason why the teacher chose them.

4. Learning styles

The phenomenon of learning styles is closely connected with children's intelligence and differences among them. This chapter focuses on these theories furthermore. Pinter (2006, p. 167) describes learning styles as "learners' preferences with regard to their personalities and perceptual differences." Reid (1995, p. viii) describes learning styles as "individual's natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills."

Entwistle (1981) explains that the concept of learning styles matters. Every learner is learning differently effective and is choosing different strategies in order to accomplish this goal. To correctly match learning styles to learners can have significant effects on learning outcomes. Furthermore, learning styles can be taught or changed during the life period. However, the problem remains that some teachers find it difficult to adapt learning styles in their teaching.

Armstrong (2009, p. 6) continues: "Gardner suggested that intelligence has more to do with the capacity for (1) solving problems and (2) fashioning products in a context-rich and naturalistic setting."

4.1 Howard Gardner – The theory of multiple intelligences

Gardner (2011) presents the theory of multiple intelligences and refers to it as 'frames of mind'. He distinguishes linguistic, logico-mathematical, musical, spatial, bodily/kinaesthetic, interpersonal and intrapersonal intelligences and later he adds the eighth and ninth intelligence. Gardner stresses out that all learners have their stronger and weaker aspects of their multiple intelligences and preferred learning styles. Even though these aspects can change over time there always be a variety of learning styles within one classroom. For that reason, it is important to incorporate as many different types of activities as possible to meet (at least marginally) each learner's expectations and preferred style/intelligence. Gardner (2011, p. 72) continues:

> Intelligences should be thought of as entities at a certain level of generality, broader than highly specific computational mechanisms (like line detection) while narrower than the most general capacities, like analysis, synthesis, or a sense of self (if any of these can be shown to exist apart from combinations of specific intelligences). Yet it is in the very nature of intelligences that each

> operates according to its own procedures and has its own biological bases. It is thus a mistake to try to compare intelligences on all particulars; each must be thought of as its own system with its own rules.

He tries to broaden the scope of human potential beyond the confines of IQ score. Gardner (1995, p. 202-203) continues: "The concept of style designates a general approach that an individual can apply equally to every conceivable content. In contrast, an intelligence is a capacity, with its component processes, that is geared to a specific content in the world (such as musical sounds or spatial patterns)."

Three categories of intelligences can be distinguished. The first category is *object-related intelligences* and they include spatial, logical-mathematical and bodily-kinesthetic intelligence. The second category is *object-free intelligences* and they include linguistic and musical intelligence. The third category is *personal intelligences*, and these include intrapersonal and interpersonal intelligence.

4.1.1 Linguistic intelligence

The linguistic intelligence is the intelligence many poets possess. People with this intelligence have a prone to understand semantics, phonology, syntax or pragmatic. The core of the intelligence is the ability to use words effectively in spoken and written form. Gardner (2011) claims that even though most of us are not poets each of us possess these sensitivities to some degree, for example sensitivity to the sounds, rhythm, inflections, meters of words. This intelligence also includes rhetorical aspect (the ability to use language to convince others), mnemonic potential (the capacity to use this tool to help one remember information), explanation (in teaching and learning), potential of language to explain its own activities (metalinguistic).

This intelligence is developing as we learn the language from babbling to single words to meaningful phrases to longer phrases and questions and to sentences with clauses. At the age of four or five children possess approximately adults' syntax and speak with considerable fluency. However, Gardner (2011) is talking about healthy children, not deaf children or children with difficulties. Nevertheless, deaf children can acquire natural language and that is also the reason why he distinguishes auditory intelligence.

The best teaching activities are lectures, discussions, word games, storytelling, choral reading and journal writing (Armstrong, 2009).

4.1.2 Musical intelligence

Musical intelligence is predominantly concerned with the mechanisms of tonal memory and components of musical intelligence that are pitch, rhythm, melody, tone, colour and timbre that are considered to be cores of music. Gardner (2011, p. 131) continues: "Music can serve as a way of capturing feelings, knowledge about feelings, or knowledge about the forms of feeling, communicating them from the performer or the creator to the attentive listener."

Gardner (2011) also claims that there is a difference between language and music. Music and musical intelligence have developmental trajectory and their own neurological representation. He later continues: "In order to appreciate the operation of rhythms in musical work, an individual must have some basic numerical competence." (Gardner, 2011, p. 133) Needles to say, this competence is required at a basic level. It can draw a conclusion that intelligences diffuse in one another because this intelligence requires a sensitivity to mathematical patterns and regularities.

The best teaching activities are rhythmic learnings, rapping, using songs that teach, chants, discographies, super memory music, musical concepts and mood music (Armstrong, 2009).

4.1.3 Logical-mathematical intelligence

Logical-mathematical intelligence does not have origins in the auditory-oral sphere as opposed to linguistic and musical intelligence. The intelligence can be traced to a confrontation with the world of objects. It is predominantly concerned with ordering and reordering of subjects and assessing their quantity. The intelligence is developing from the early childhood and in early years of adolescence children are capable of formal mental operations. Gardner (2011, p. 139) continues: "Now he can operate not only upon objects themselves, and not only upon mental images or models of these objects, but also upon words, symbols, or strings of symbols (like equations) that stand for objects, and for actions upon objects. He is able to state a set of hypotheses and to infer the consequences of each." People with this intelligence develop sensitivity to logical patterns and relationships, statements,

propositions, functions and other related abstractions. They are also exceptional at categorization, classification, inference, generalization, calculation and hypothesis.

A mathematician is a maker of patterns. Patterns that are more likely to be permanent as they are made with ideas. At the centre of the intelligence lies the ability to recognize problems and to solve them. Unfortunately, there is not enough research about this intelligence and its evolution as opposed to language or music where we know much more about them. Gardner (2011, p. 165-166; 168) adds: "We know little about the evolutionary antecedents of numerical ability and a comparatively minimal amount about its organization in the brain of the normal human of today. … It is also possible that logical-mathematical competence may simply involve the concatenation of a number of essential, but somewhat redundant, systems."

The best teaching activities are brainteasers, problem solving, science experiments, mental calculation, number games, critical thinking, calculations and quantifications, classifications and categorizations, socratic questioning, heuristics and science thinking (Armstrong, 2009).

4.1.4 Spatial intelligence

Spatial intelligence is sometimes termed as visual-spatial thinking. Gardner (2011) presents this intelligence as existing on its own even though most authors do not consider it. Gardner (2011) sees the intelligence as a discreet form of intellect and as a collection of related skills. Gardner (2011, p. 182) explains: "Central to spatial intelligence are the capacities to perceive the visual world accurately, to perform transformations and modifications upon one`s initial perceptions, and to be able to re-create aspects of one`s visual experience, even in the absence of relevant physical stimuli." It is closely tied to our observation of the visual world and our ability to perceive forms and objects around us. Gardner (2011, p. 185) continues:

> The spatial intelligence entails a number of loosely related capacities: the ability to recognize instances of the same element, the ability to transform or to recognize a transformation of one element into another, the capacity to conjure up mental imagery and then to transform that imagery, the capacity to produce a graphic likeness of spatial information, and the like.

People gifted with this intelligence develop sensitivity to colour, line, shape, form, space and relationships between elements. They have no problems to visualize, graphically represent visual or spatial ideas or orient oneself in a spatial matrix.

The best teaching activities are visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization, colour cues, idea sketching and graphic symbols (Armstrong, 2009).

4.1.5 Bodily-kinesthetic intelligence

The intelligence can be described in terms of what one can do with his/her body, with the ability to use one's body in differentiated and skilled ways and the capacity to work with the objects around us. Gardner (2011) claims that there are two capacities that may exist separately, but they usually coexist. It includes the capacity to control one's bodily motions and capacity to handle objects. Dancers, actors, athletes are very prone to possess this intelligence. Furthermore, Gardner (2011, p. 249) adds:

> Bodily intelligence completes a trio of object-related intelligences: logical-mathematical intelligence, which grows out of the patterning of objects into numerical arrays; spatial intelligence, which focuses on the individual`s ability to transform objects within his environment and to make his way amidst a world of objects in space; and, bodily intelligence, which focusing inward, is limited to the exercise of one`s own body and, facing outward, entails physical actions on the objects in the world.

People gifted with this type of intelligence have no problems to use one's body to express their own ideas or feelings and are dexterous. They possess qualities such as coordination, balance, dexterity, strength, flexibility, speed, proprioceptive, tactile and haptic capacities.

The best teaching activities are hands-in learning, drama, dance, sports that teach, tactile activities, relaxation exercises and body answers (Armstrong, 2009).

4.1.6 Personal intelligences

Gardner (2011) distinguishes two personal intelligences. These are intrapersonal and interpersonal intelligence. These two intelligences, under ordinary circumstances, can develop one without the other. The difference between them is whether they are directed inward or outward. They can be described in terms of greater social sensitivity and sensitivity to detect motivations of other people.

Nevertheless, there are some risks for people who possess these intelligences, and these are premature judgement of inadequacy, unrealistic assessments of efficacy, feelings of learned helplessness, feelings of loneliness.

Intrapersonal intelligence deals with the development of the internal aspects of a person. It is concerned with the range of affections and emotions. The intelligence allows one to detect and symbolize feelings. It can be coined as 'access to one's own feeling life' or 'self-knowledge'. People with this type of intelligence can create an accurate picture of oneself, of one' strengths as well as limitations. They are usually aware of their inner moods, intentions, motivations, temperaments and desires and possess qualities such as self-discipline, self-understanding or self-esteem.

The best teaching activities are individualized instruction, independent study, options in course of study, self-esteem building, one-minute reflection periods and goal-setting sessions (Armstrong, 2009).

Interpersonal intelligence is turned outwards to other individuals. It is concerned with moods, temperaments, motivations, feelings and intentions of others and their distinction. The intelligence permits to read these intentions and act upon them. It can be coined as 'the ability to notice and make distinctions among other individual' (Gardner, 2011).

The best teaching activities are cooperative learning, peer tutoring, community involvement, social gatherings and simulations (Armstrong, 2009).

4.1.7 An extension of the theory

Gardner later considers whether there is enough evidence to present two other intelligences – the naturalist intelligence and existential intelligence. Gardner (2011, p. xiv) describes the naturalist intelligence as "the ability to make consequential distinctions among organisms and entities in the natural world" and existential intelligence as "the intelligence of big questions." Armstrong (2009) also believes that there is enough evidence for naturalist and existential intelligence. He describes them as recognition and classification of species, both of fauna and flora or as nature smart, and the other as a concern with life issues. The best teaching activities for naturalist intelligence are nature study, ecological awareness, care of animals, nature walks, plants as props and pet-in-the-classroom (Armstrong, 2009).

4.2 Other perspectives on learning styles

Howard Gardner's theory of learning styles is probably one of the best-known theories of this phenomenon. Nevertheless, there are other researchers who study this phenomenon as well and this chapter focuses on them further on.

4.2.1 School-based learning styles

Dunn and Dunn (n.d.) present their theory of school-based learning styles. They claim that learning styles are based on five *key dimensions* in which learning styles differ. These key dimensions are environmental, emotional, sociological, physiological and psychological. These can be further described in terms of what helps learners to learn better.

The first dimension is environment and its elements are sound, light, temperature and seating arrangement. This dimension is dealing with how learners prefer they classroom to be organized, for example quiet or noisy, standard seating arrangement or informal (pillows, etc.).

The second dimension is emotional, and its elements are motivational support, persistence, individual responsibility and structure. This dimension is dealing with whether learners need teacher's support or not, are they responsible, etc.

The third dimension is sociological, and its elements are individual, pairs or teams, adult, varied. The dimension is dealing with whether learners prefer to work alone or not or how much teacher's guidance they need, etc.

The fourth dimension is physiological, and its elements are perceptual, intake, time and mobility. The dimension is dealing with whether learners are auditory, visual, tactual or kinesthetic learner. It is concerned with how they learn the best – by touch, listening or speaking. It is also dealing with what is the best time for learning and whether they require movement in the classes.

The fifth and final dimension is psychological, and its elements are global, analytical, impulsive and reflective. It deals with which solution learners prefer (analytical or not) or whether they dive right in or need some extra time to think.

4.2.2 Natural learning system

Given and DePorter (2015, p. 11) present 'the brain's natural learning system' which they describe as "open systems subject to change while maintaining their consistent structures and functions." These systems are emotional, social, cognitive, physical, reflective, and implicit and they relate to culture or cognition. Brain's natural learning system is a system based on neurobiological structures.

Culture includes social, emotional and implicit learning systems. Social learning system relates to interactions with others. Emotional learning system relates to our feelings and our ability to focus, achieve, succeed. Implicit learning system relates to how we unconsciously learn, how we are influenced by our culture and physical environment.

Cognition includes cognitive, physical and reflective learning systems. Cognitive learning system relates to thinking, processing, questioning and storing of information. Physical learning system relates to sensory modalities (visual, auditory, tactual, kinesthetic) and to hands-on-learning and movement. Reflective learning system relates to analysis for our continued growth. They add that traditionally school has activated the cognitive learning system for reading, comprehension, mathematics calculation, information processing, memorizing and to understanding content.

Given and DePorter (2015, p. 14) further present 'the quantum learning system' which they describe as a system that "focuses on culture and cognition while orchestrating interactions between teachers and students, students and students, and students and content to reach desired academic and social/emotional outcomes." It is a system that focuses on what teachers and their learners do in order to teach or learn more effectively. Both processes of teaching and learning are open, dynamic and complex systems that are constantly changing and evolving. This system also subdivides into culture and cognition. Culture includes foundation, atmosphere and environment. Cognition includes such mental processes as design, deliver and deepen. Given and DePorter (2015, p. 14-15) describe them as:

- Foundation relates to an aligned community of learners who know how to collaborate and interact effectively with one another.
- Atmosphere relates to a positive and respectful emotional climate where students feel safe to take cognitive and social/emotional risks.

- Environment relates to a physical space that supports the classroom culture and enhances learning.
- Design relates to the planning and purposeful crafting of instructional lessons that create student engagement, understanding and retention.
- Deliver relates to the skilful facilitation of the designed lessons in a manner that increases student participation, competence and confidence.
- Deepen relates to review, assessment, feedback, and reflection that solidifies understanding and retention.

They add that these two systems support and align with each other.

4.2.3 Traditional vs. multiple intelligences classroom

Armstrong (2009) claims that each person possesses all eight intelligences claiming that they can be developed to an adequate level of competency. He stresses out the difference between traditional classroom and multiple intelligences classroom. In the traditional classroom the teacher teaches standing in front of the class, writes rules on the blackboard, learners copy them and answer the teacher's questions. The teacher is directly teaching as opposed to multiple intelligences classroom where learners regulate their own teaching. The teacher tries to meet as many multiple intelligences as possible.

Nevertheless, he provides a list of intelligences that have been proposed by other scientists apart from Gardner. These are spirituality, moral sensibility, humour, intuition, creativity, culinary ability, olfactory perception, ability to synthesize the other intelligences and mechanical ability. Furthermore, there have been many theories on multiple intelligences before Gardner. Armstrong (2009, p. 18) continues: "A seemingly related theory, the *Visual-Auditory-Kinesthetic model*, is actually very different from MI[1] theory, in that it is a sensory-channel model." Another theory presented by Armstrong is Carl Jung's theory of different types of personalities called *Myers-Briggs model.*

4.2.4 Neuro-linguistic programming and VAK system

Berman (1998, p. 1) presents Neuro-Linguistic Programming (NLP). He describes it as "a set of guiding principles, attitudes and techniques that enable you to change or eliminate behaviour patterns." This theory provides an idea that people take in information chiefly through the eye, ear and movement and that every person

[1] MI – Multiple Intelligences

has their own preferred learning style. The idea of learning styles should not limit the teachers and their teaching methods, it should help the teacher to teach multimodally and to reach every learner in the class. The information is processed by one or more of the five sensory channels – visually, auditorily, kinaesthetically, olfactorily or gustatorily.

VAK refers to the three primary learning styles, these are Visual, Auditory and Kinesthetic. Berman (1998, p. 9) claims that "unless you cater for these three styles in the classroom, you can never be sure of reaching all the students in the group." It can also be expected that forty percent of learners will be predominantly visual, the same percentage will be auditory, and the remaining twenty percent is thought to be predominantly kinesthetic learners.

Berman distinguishes eight intelligences and provides tips to cater for kinesthetic, musical, interpersonal, logical-mathematical, linguistic, spatial, intrapersonal and naturalist intelligence. He further states that teachers should cater for young learners, especially because their understanding comes through their hands, eyes and ears, which translates to VAK model. The physical world is dominant for them.

4.2.5 Sensory pathways

Sensory pathways/systems can be described as preference in visual, auditory/verbal or tactile/kinesthetic spectre. Sprenger (2008, p. 3) states that it is crucial to differentiate our teaching. She adds: "Differentiation is the teaching method that speaks to the brain-based teaching principle: Every brain is unique." On the other hand, that does not mean that learners do not have to meet certain standards. Nevertheless, differentiation makes learning easier and more accessible. She presents three basic promises: 1. We are all teachers. 2. Everyone can learn under right circumstances. 3. Learning is fun. She recommends creating learning profiles. They should be the sum total of strengths and weaknesses of the learners. Knowing learners' preferred learning styles is beneficial for teachers and even for the learners because the better they know themselves, the better learners they will be. It enables teachers to understand memory patterns better and show how learners process information.

4.2.6 Differentiated classroom

Tomlinson (2005) presents the concept of a differentiated classroom. It is built upon a premise that learners differ in many ways. Teachers therefore should provide such instructions and activities that deepen and quickly and effectively teach the learners. Teachers should diagnose their learners and their needs. Tomlinson (2005, p. 2) adds: "Essentially, teachers in differentiated classrooms accept, embrace, and plan for the fact that learners bring many commonalities to school, but that learners also bring the essential differences that make them individuals. … Although differentiated classrooms embody common sense, they still can be difficult to achieve."

Nevertheless, Tomlinson (2005) adds that there is no formula for creating a differentiated classroom. She, however, presents some key ideas, for example the teacher should focus on the essentials, should attend to learner differences, should assess learners, should modify the content, should collaborate with learners in the process of learning and working with them. She also compares differentiated classroom to traditional classroom, as can be seen in table 4.

Traditional classroom	**Differentiated classroom**
Student differences are masked or acted upon when problematic.	Student differences are studied as a basis for planning.
Assessment is most common at the end of learning to see "who got it".	Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need.
A relatively narrow sense of intelligence prevails.	Focus on multiple forms of intelligences is evident.
A single definition of excellence exists.	Excellence is defined in large measure by individual growth from a starting point.
Student interest is infrequently tapped.	Students are frequently guided in making interest-based learning choices.
Relatively few learning profile options are taken into account.	Many learning profile options are provided for.
Whole-class instructions dominates.	Many instructional arrangements are used.
Coverage of texts and curriculum guides drives instruction.	Student readiness, interest and learning profile shape instruction.
Mastery of facts and skills out-of-context are the focus of learning.	Use of essential skills to make sense of and understand key concepts and principles is the focus of learning.
Single option assignments are the norm.	Multi-option assignments are frequently used.

Time is relatively inflexible.	Time is used flexibly in accordance with student needs.
A single text prevails.	Multiple materials are provided.
Single interpretations of ideas and events may be sought.	Multiple perspectives on ideas and events are routinely sought.
The teacher directs student behaviour.	The teacher facilitates students' skills at becoming more self-reliant learners.
The teacher solves problems.	Students help other students and the teacher solve problems.
The teacher provides whole-class standards for grading.	Students work with the teacher to establish both whole-class and individual learning goals.
A single form of assessment is often used.	Students are assessed in multiple ways.

Table 4. Comparing classrooms. (Tomlinson, 2005, p. 16)

She adds that there are many components that need to be in balance in the classroom in order to work effectively. Tomlinson (2005, p. 27) explains: "Consider teaching and learning as a triangle, in which all parts are needed to create and support the whole." These parts, the vertices of the triangle, are the teacher, the learners and the content. If one of them is in disbalance it can affect the whole.

4.2.7 Cognitive, sensory and personality learning styles

Reid (1995) divides learning styles into three subcategories, these are cognitive learning styles, sensory learning styles and personality learning styles.

The first category cognitive learning styles distinguishes among many intelligences. *Field-independent learner* is a learner learning sequentially step by step whereas *field-dependant learner* is a holistic learner that learns intuitively and in a context. Another distinction is among analytic and global learner. *Analytic learner* learns usually individually and follows step by step presentation whereas *global/relational learner* prefers learning with other people and through a concrete experience. Another distinction is reflective and impulsive learner. *Reflective learner* desires being given some time before responding to the task whereas *impulsive learner* has no problem to respond right away. Lastly, there is *Kolb experimental learning model.* The model distinguishes four types of learners – 1. converger (common sense learner), 2. diverger (innovative learner), 3. assimilator (analytic learner), 4. accommodator (dynamic learner).

The second category is sensory learning styles. The first subcategory is *perceptual learning styles* and it distinguishes auditory learner that prefers to learn by hearing, visual learner that prefers seeing things, tactile learner that prefers hands-on experience, kinesthetic learner that prefers whole-body movement and haptic learner that is distinguished by some authors and that combines tactile and kinesthetic learner's preferences. The second category is *environmental learning styles* and it distinguishes physical learner that prefers an environment where temperature, sound, light, mobility, time, classroom arrangement, are considered; and sociological learner that prefers an environment where type of work (pair, group, etc.) and level of teacher authority are considered.

The third category is affective/temperament learning styles. It distinguishes *Myers-Briggs temperament styles* that distinguish extraverted vs. introverted learner, sensing vs. perception learner, thinking vs. feeling learner, judging vs. perceiving learner. Next distinction is among *ambiguity tolerance*. Ambiguity-tolerant learner seeks opportunities for experiments and risks whereas ambiguity-intolerant learner prefers less risky and less flexible environment. Lastly there can be made distinction between *right and left hemisphere.* Left-brained learners are often visual, analytic, reflective and self-reliant learners whereas right-brained learners tend to be more auditory, global, impulsive and interactive learners.

Reid (1995) claims that even though there is a wide range of learning styles they are nevertheless often described as the quite opposites. He stresses out that no learning style is better than the other one even though some learning styles are more common. Peck (1995) continues and claims that there are many learning styles among our learners and the teacher must be sensitive to their preferred learning and teaching styles and should strive for a variety of activities to meet learners' requirements. The selection should not be influenced by the teacher's own preferred style(s).

4.2.8 Learning systems

Given (2000) distinguishes five learning systems; these are emotional, social, cognitive, physical and reflective. The *emotional learning system* can be described as 'a need to be' and is dealing with motivation to learn, persistence, passion, responsibility, setting personal goals and how to achieve them. *Social learning*

system can be described as 'a need to belong' and is characterized by the type of school work the learner prefers, for example working alone or in pairs, working with an adult or with an expert in the field, and with what type of interaction they prefer. *Cognitive learning system* can be described as 'a need to know'. It is concerned with information processing and also with hemisphericity. *Physical learning system* can be described as 'a need to do' and it is concerned with learners' possibilities to move. Lastly, *reflective learning system* can be described as 'a need to reflect' and is dealing with learners' elaboration of their work and thoughts. It is concerned with learners' intentions and reflections upon their actions. It is dealing with what classroom conditions learners prefer, for example sound, light, temperature in the room or furniture design.

4.2.9 Online learning and learning styles

Online learning is another form of learning, and teaching as well, nevertheless the idea of learning styles is important for online learning as well. Each learner finds different activity or exercise that work for him/her well and that is why the teacher or lecturer should differentiate in online learning as well. Smith and Whiteley (2002, p. 26) claim that the needs of individual learners had been and are often overlooked in online learning as well. They further continue:

> In particular, we suggest that the learning style of an individual may determine the way the individual approaches and uses online learning and this, in turn, may influence the benefit gained from the online learning. … We further suggest that the importance of learning styles needs to be more widely acknowledged in higher education, given the trend to move away from teacher-directed instruction to learner-centred study.

Conclusion

The first part of the thesis focuses on language learning of the mother tongue (L1) and the second/foreign language (L2). The first chapter continuously merges into the second chapter which deals with language acquisition of L1 and L2. The problem that occurred is that many authors (e.g. Pinter, Cameron) do not distinguish between language learning and language acquisition as opposed to, for example, Krashen who distinguishes whether the child is learning the language in natural environment (language acquisition) or as an intentional instruction (language learning).

The third chapter focuses on the specific group of learners – young learners. It is primarily concerned with the description and characteristics of this group of learners. The chapter also deals with specifics of school teaching. I decided to include this subchapter because many children struggle with the transfer from kindergarten to elementary schools. The chapter also describes which activities are suitable for young learners. This was crucial for the second part of the thesis where I will present my own lesson plans prepared for these learners as well as the observations of the teacher in order to see whether the teacher works with the idea of learning styles in the lessons. Lastly, the chapter also contains a subchapter on lesson plans as they are a crucial part of a teacher's job. In my opinion, they should not be seen just as a collection of random activities but rather as a carefully chosen list of activities that focus on all types of learners and their needs although it is not possible to meet all learners' needs in every class and lesson.

The fourth chapter deals with learning styles. Firstly, I present Howard Gardner's theory of multiple intelligences as he is considered a pioneer of this phenomenon. I shortly mentioned and described all the intelligences (linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal and interpersonal) as well as an extension to the theory (naturalist and existential intelligence).

Secondly, the fourth chapter also provides opinions and proposals of other scholars on this phenomenon. Dunn and Dunn explain school-based learning and key dimensions and tries to explain what helps learners to learn. Given and DePorter

explains the brain's natural learning system that is based on neurological structures and relates to culture and cognition; and the quantum learning system. Armstrong who works with VAK sensory-channel model (visual, auditory, kinesthetic) and tries to draw the distinctions between traditional and multiple intelligences classroom. Berman who explains NLP (neuro-linguistic programming) claiming that people process information by five sensory channels and also talks about VAK system. Sprenger who focuses on sensory pathways/systems or Tomlinson who focuses on differentiated classroom and its positive impact on learners. Reid and Peck present cognitive, sensory and personality learning styles and Given who presents emotional, social, cognitive, physical and reflective learning systems. Lastly, Smith and Whiteley who focus on online learning and why it is important to work with the idea of learning styles in an online world.

Understandably, these categories often overlap and are usually described as the exact opposite. For the purpose of this thesis I decided to work with VAK system that can be easily applied to elementary school environment. VAK system refers to three primary learning styles (visual, auditory, kinesthetic) and by catering for these the teacher can (or should be able to) reach to all learners in the class. VAK system is also similar with Dunn and Dunn's fourth dimension or with Given and DePorter's cognitive system. By studying all these theories it can be concluded that although each author calls them differently the basics are similar and, in some cases, could be used simultaneously.

Nevertheless, I mentioned all the other researchers and scholars because I wanted to point out that there are more theories pertaining to this phenomenon and simultaneously, I am not claiming that any categorization/system is better than the other because each scholar is studying the phenomenon from a different perspective.

II. Practical part

The practical part of the thesis focuses on my own research. The research was conducted from September 2017 to December 2018 during my teaching practice. The main research question is to determine whether the teachers are aware of the diversity of learning styles in their classes and whether they work with this phenomenon and also whether it is beneficial.

The fifth chapter provides a theoretical background to the chosen research methods and the sixth chapter is dealing with my research and its outcomes. The research was conducted in two classes, 5th and 6th graders. I was observing these classes from September 2017 to December 2018 during my teaching practice. This provided me with more information on how the classes works and on the teachers' methods and teaching styles.

Based on my observations I tried to reconstruct four teachers' lesson plans in order to see whether they were aimed at particular learning styles and what the aim of each activity was. I also gave learners a questionnaire on learning styles so that I would be able analyse these two classes and see the shares of learning styles in both classrooms. Lastly, I created and delivered six lesson plans and tried to analyse how learners responded to them and whether the lessons delivered based on these lessons plans were successful.

Lesson plans and classes do not appear under their real names in order to avoid naming school, teachers or learners. The questionnaire, original as well as translated version, can be found in the appendices no. 1 and no. 2. Lesson plans based on observations can be found in the appendices no. 3 to no. 6. My lesson plans can be found in the appendices no. 7 to no. 12.

5. Methodology

This chapter provides further information on chosen research methods. It further focuses on direct non-participating observation and preparation for teaching as a tool to collect data as well as on the analysis of records from observations and lesson plans analysis.

Hendl[2] (2016, p. 42) describes *quantitative research* as: "Quantitative research uses random selections, experiments and structured data collection through tests, questionnaires or observations." The results of such research can be calculated. *Qualitative research*, on the other hand, focuses on a particular question(s) and choosing relevant methods to examine the phenomenon. Qualitative research is a research that is long-range, detailed and intensive. Data collection is also a long-term process. In this case I examined the two classes for over fifteen months.

The advantages of qualitative research are detailed scrutiny, research in the natural environment, searching for causation. Disadvantages of qualitative research, on the other hand, are that the information may not apply to the entire population or other environment, analysis and data collection are more time consuming, results can be more easily influenced by the researcher and his/her personal preferences. That means that he/she can easily infers, either consciously or unconsciously, what he/she is looking for and influence respondents' opinions.

Lately, the new model of research has been introduced, the *mixed model*. The model is not new in the true sense of the word. It is rather a model that has been named and used lately as its own model. Hendl (2016, p. 56) describes the model as: "Mixed research is defined as a general approach in which quantitative and qualitative methods, techniques or paradigms are mixed within a single study." The model can be beneficial if the researcher uses more than one method. In this thesis observations can be seen as a qualitative method while a questionnaire can be seen as a quantitative method.

Case study could also come to mind because the case study focuses on detailed description and analysis of one or more cases, in this case two classes. The research could be described as a study of social groups.

[2] Translated by the author

5.1 Data analysis – Observations

The aim of the analysis is to observe the learners in their natural habitat as well as their teachers to see whether they are aware of the diversity of learning styles among their learners and how they work with this phenomenon. Gavora[3] (2000, p. 11) describes research as "a systematic method of solving problems and extending boundaries of knowledge of mankind. Research either confirms or refutes existing knowledge or is helpful in acquiring new knowledge." Research consists of several steps/stages. Firstly, it is important to identify the research problem, for example whether the teachers are aware of the diversity of learning styles in their classes and how they work with this information. Secondly, the researcher needs to prepare for the research and choose suitable research methods, for example choose a concrete school, talk to the director. Thirdly, the researcher has to collect data and process them, for example to observe a concrete class, to prepare a lesson plan for a concrete class. Lastly, the researcher has to interpret acquired data and write a research report. This is a scenario which I applied to my research and which will be reported in detail in the following chapters.

Observations are one of the most frequently used research methods when researching children and young learners (Moon, 2000). Observations can be used when monitoring a group of people, for example group of young learners, and their later analysis and evaluation. Observations should primarily be done in person and such observations are called direct observations. It is recommended to sit at the back of the classroom in order to minimize the learners' distraction. It is also recommended to take notes on everything that happens in the classroom. 'Field-notes' were used for the purposes of this thesis. They should contain very detailed written information on the unit, in this case on each lesson. It is recommended to focus only on some aspects. In case of this research, the focus was narrowed down to types of activities and learning styles. The observation itself should be detailed and objective. The researcher's opinions might be mentioned later, for example in the reflection part (Gavora, 2000).

Hendl (2016) adds that the advantage of observations is that the process is long-lasting, and the researcher has therefore more time to understand the subculture

[3] Translated by the author

of the phenomenon. Observations presented in this thesis were conducted in a fifteen-month period, two classes were observed, the researcher did not interfere with the teacher or learners and was seated at the back corner of the classroom and observed the learners in their natural habitat.

5.2 Data analysis – Questionnaire

Armstrong (2009) states there are many tests/questionnaires of multiple intelligences and no 'the number one test' that would be valid overtime. The best way to find out the learning styles within the class is to observe the learners. Each teacher knows his/her learners the best and should be able to find out what suits the learners the best. The teacher should look for the reasons why learners misbehave, how they spend their free time, etc. Also, it is useful to look at school records, talk with other teachers and definitely ask the learners. Armstrong (2009) also suggests that multiple intelligences theory suggests that teachers need to expand their repertoire of teaching strategies, techniques and tools.

Nevertheless, when the teacher wants to confirm his/her beliefs or is teaching a new group of learners, questionnaires could come handy. When delivering a questionnaire there are rules/tips the teacher should follow. The researcher should explain why he/she is asking these questions, how much time it will take and why the research is important (Gavora, 2000). I would also add that it is important, especially with young learners, to provide enough time and to make the questionnaire as simple as possible (although still relevant).

Questionnaires are usually used because they are time-saving and they provide the answer in a short time. They are usually chosen when there are more respondents (Gavora, 2000). I used Sprenger's (2008) test on learning styles. The original English version can be seen in appendix no. 2. Nevertheless, I decided to translate the questionnaire into Czech because I found it easier and less stressful for the learners. The Czech version can be seen in appendix no. 1. The questionnaire consists of ten questions and for each question there are three options. The questionnaire was anonymous, learners were supposed to write only the name of their class.

6. Lesson plan analysis

This chapter provides the outcomes of the conducted research. The first subchapter focuses on the results of the questionnaire on learning styles. The second subchapter focuses on observations and teacher's lesson plans based on these observations. The third subchapter focuses on delivering my lesson plans and my reflection on them. The seventh chapter focuses on analysis and interpretation of two different approaches to teaching.

Two classes were observed in the period of fifteen months. Learners are 5th graders who turned 6th graders this year and 6th graders who turned 7th graders this September. The school is an elementary school that forms one legal entity together with the local grammar school. The grammar school is well known for its teaching of foreign languages.

6.1 The questionnaire

I chose the questionnaire/test on VAK system by Sprenger (2008, p. 43). I choose this particular questionnaire because I found it suitable for young learners – ten questions and each question with three possible answers. The questions itself are rather short and easy to understand. For better outcomes and to make sure that learners understand the questions properly I decided to translate the original English version of the questionnaire into the Czech language. Both versions of the questionnaire can be seen in the appendices – appendix no. 1 and appendix no. 2.

As mentioned, there are ten questions in the questionnaire. The evaluation of the questionnaire is simple. The researcher has to calculate how many times the respondent circle option A, option B and option C. The highest number of any option should indicate the learner's preference. Therefore, option A means rather visual learner, option B means auditory learner and option C means kinesthetic learner.

I administered the questionnaire personally, explaining why I would like them to fill out this questionnaire. I explained that it is no test, they should be honest and pick the most suitable answers. The learners filled out the questionnaire at the beginning of their English lessons thus they were provided with sufficient time they needed to finish the questionnaire. The questionnaire was filled in by two classes.

For the purposes of this thesis in order to avoid naming they are named as *5th graders* and *6th graders*.

6.1.1 5th graders

There are twenty-three learners in the fifth (sixth) grade. This number of learners is at the upper limit of possible learners in the classroom as regulated by the act no. 48/2005 Sb., on Primary education[4]. The act states that the maximum number of learners in a foreign language teaching classroom is twenty-four learners in the classroom. Figure 1 below shows the proportion of VAK intelligences in the 5th grade.

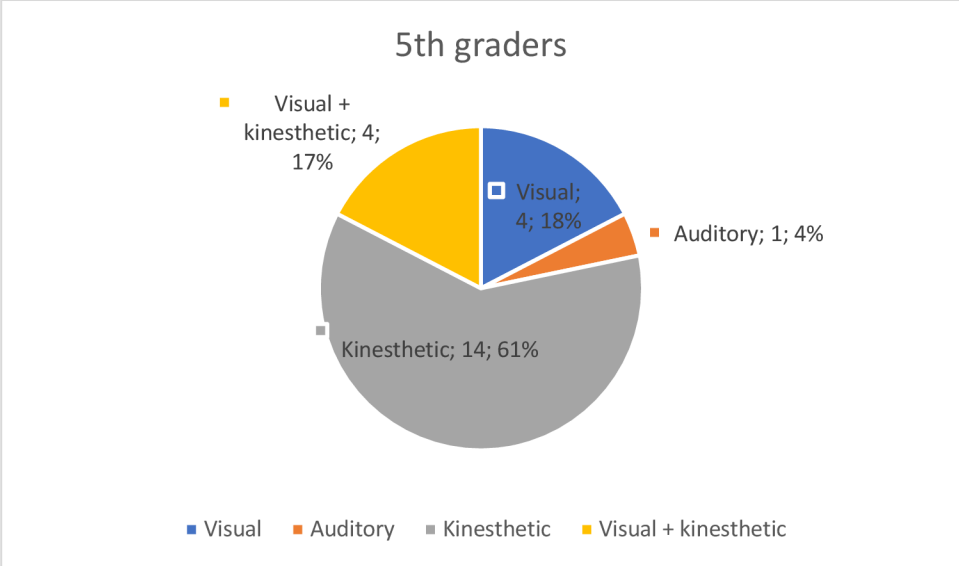


Figure 1. VAK – 5th graders

In figure 1 can be seen that more than sixty percent of learners are kinesthetic learners who prefer to move. There is only one learner who is predominantly auditory learner and only four learners who prefer visual aids. Interesting is that there are also four learners who are visual as well as kinesthetic learners. These learners answered four times A and four times C. Thus it cannot be concluded whether they are predominantly visual or kinesthetic learners, they are both.

Interestingly, there is only one learner who is predominantly auditory learner and fourteen learners who are kinesthetic learners. I believe it is therefore challenging for the teacher to come up with activities for these learners while teaching foreign language as foreign languages used to be taught frontally. The

[4] Vyhláška č. 48/2005 Sb., Vyhláška o základním vzdělávání a některých náležitostech plnění povinné školní docházky

question arises whether the bad performances of some learners could not have been caused by incorrectly chosen types of activities.

6.1.2 6th graders

There are fourteen learners in the sixth (seventh) grade. Figure 2 below shows the proportion of VAK intelligences in the 6th grade.

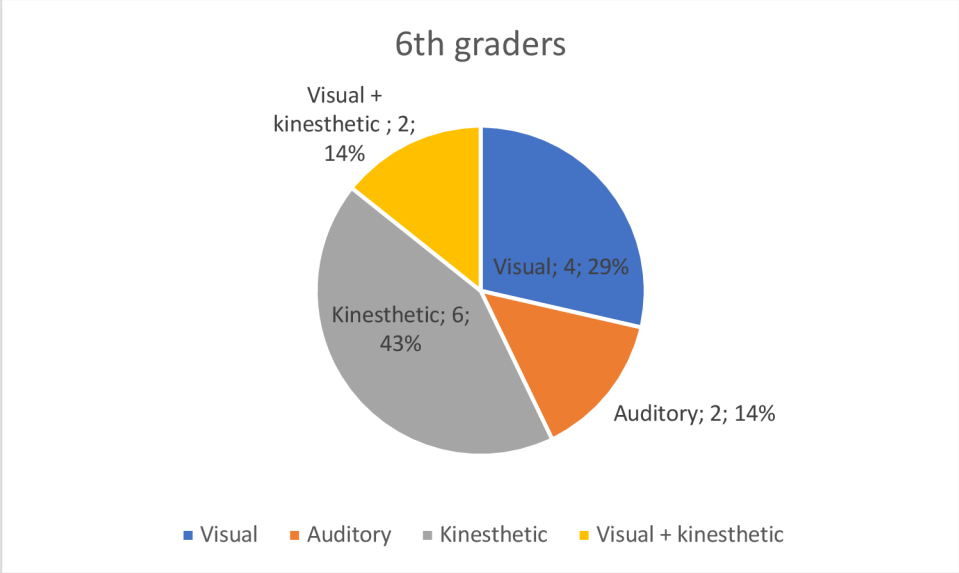


Figure 2. VAK – 6th graders

In this class there is also a rather small number of auditory and visual learners. Only two learners are auditory learners and four learners are visual learners. Almost half of the class, six learners, are kinesthetic learners. There are also two learners who fit into two categories, visual and kinesthetic learners, as well as in the previous class.

Interestingly, the concurrence of two intelligences in two classes is only in visual and kinesthetic intelligences. There is no concurrence with auditory intelligence. The question may arise why there is a concurrence in these two intelligences and what they have in common. Also, in both classes when there is an auditory learner it is not conclusive. All three learners answered B only four times, option A three times and option C three times.

Surely, the test has only ten questions thus the concurrence may occur quite regularly. Nevertheless, I believe that the test provides an idea of the layout of intelligences within two classes. I also would like to state this inconclusiveness occurred only if the learners chose option B. The rest of learners have their results

rather conclusive, they usually answered more than five times the option with which they eventually ended.

6.2 Lesson plans based on observations

I worked and observed the teacher for over fifteen months during my teaching practice. I observed eleven lessons in the 5th grade and nine lessons in the 6th grade. For the purposes of this thesis I chose random selection of lesson plans that had been created based on my observations in the teacher's classes. The lessons are standard lessons with the same routines and are typical of the teacher's teaching. All lesson plans are based on my observations in the classes and can be found in the appendices (appendix no. 3 – appendix. no. 6). Each lesson plan consists of information about the aims, language level, age group, time, class size, patterns of interaction, material and equipment, procedure and information on when the lesson plan was piloted. Observations 1 and 2 were conducted in the 5th grade and observations 3 and 4 were conducted in the 6th grade.

6.2.1 Weather: Observation 1

Procedure: Firstly, the teacher revised the weather vocabulary with the learners. The teacher also revised and explained how to form sentences and how to ask another person about weather. This activity catered for auditory learners (oral revision of vocabulary and grammar).

The second activity was a pairwork and learners worked with worksheets. Learners were supposed to ask each other questions concerned with the UK weather. The teacher also examined learners in this activity and gave them grades. This activity was a pair activity and it catered for auditory learners (dialogue) and marginally for visual learners (working with the map).

The third activity was happening altogether with the second activity. When learners practised the dialogue the teacher was also examining an dialogue from the previous lesson on ordering food in the restaurant. This activity was also a pair activity and it catered for auditory learners (dialogue).

The fourth activity was a closing activity with vocabulary revision and assigning homework.

Reflection: This lesson was rather lively. I appreciated that learners had plenty of time to practise their speaking skills. Nevertheless, the teacher examined learners who were asked to learn by heart a dialogue and at the same time learners were practising new dialogue. The lesson was therefore noisy. Some learners did not know what to do, they did not understand the instructions properly. Some learners switched to the Czech language as the teacher was not listening to them. The teacher did not monitor the activity and some learners took advantage of it. The teacher catered predominantly for auditory learners. There was no practice for kinesthetic learners. Learners also did not change the seating arrangement, they worked only in pairs. This lesson plan can be found in appendix no. 3.

6.2.2 Wh-questions: Observation 2

Procedure: Firstly, the teacher checked whether learners did their homework. They were supposed to finish their projects and bring them to the class. The teacher went one by one project and simultaneously corrected them and marked them. The project was catered for visual learners.

The second activity was eliciting and learning of wh-questions. Teacher wrote all wh-questions on the whiteboard. This activity was an individual activity and it catered for auditory learners (explaining new grammar aloud) and visual learners (writing the rules on the whiteboard).

The third activity was filling-in exercises in students' book. Learners were asked to fill-in the correct answers in pairs. The exercises were later checked by the teacher. This activity was a pair activity and it catered for visual learners (filling-in exercises) and auditory learners (providing correct answers aloud).

The fourth activity was performing a dialogue from students' book. The teacher monitored learners and gave them marks. This activity was a pair activity and it catered for auditory learners (dialogue). The lesson ended with teacher assigning homework.

Reflection: I appreciated that in this lesson learners had many possibilities to practice their speaking skills. The class was cooperating but rather bored towards the end of the lesson. The teacher had to work with one boy who constantly played with his mobile phone and disturbed other learners. The teacher also had to several times stop the activity and work with the boy individually. I believe that kinesthetic

activities would be suitable for this learner. Unfortunately, the teacher did not cater for kinesthetic learners in this lesson. This lesson plan can be found in appendix no. 4.

6.2.3 In the street: Observation 3

Procedure: The first activity was a warm-up activity and competition. Learners competed to write as many things they know in the picture as possible. Later, the correct answers were checked with the teacher aloud. This activity was an individual activity and it catered for visual learners (working with the picture) and for auditory learners (providing the correct answers aloud).

The second activity was a writing exercise. Learners were supposed to fill-in an exercise and rewrite it into their schoolwork. The teacher then asked learners those questions and learners answered as a group. This activity was in individual and group activity and it catered for visual learners (rewriting the sentences) and auditory learners (answering aloud).

The third activity was a listening activity. Learners were listening to the CD and answering questions. The answers were then checked with the teacher aloud. This activity was an individual activity and it catered predominantly for auditory learners (listening to the CD).

The fourth activity was a pairwork. Learners were asking one another questions about the picture (street). Learners were also examined on this dialogue and teacher gave them marks. This activity was a pairwork and it catered for auditory learners (dialogue) and for visual learners (working with the picture).

Reflection: I appreciated that learners had enough time to practice their speaking skills. Nevertheless, it was visible that some learners were bored, and they often switched to the Czech language. This lesson plan can be found in appendix no. 5.

6.2.4 Wh-questions, animals: Observation 4

Procedure: Firstly, the teacher revised with learners wh-questions and how to form them. This activity was an individual activity as the teacher was asking individual learners and it catered for auditory learners (revising aloud).

The second activity was a game. The teacher delivered a worksheet with animals. Learners were supposed to work in pairs. Each learner was given half of the paper. One learner created a question and the other learner provided an answer with the information from the worksheet. Learners took turns until they completed both halves of the worksheet. This activity was a pairwork and it catered for auditory learners (asking and answering) and for visual learners (working with the table).

The third activity was also a game. Learners were supposed to write as many animals as possible starting with a given letter. This activity was an individual activity and it catered for visual learners (writing down the words).

The fourth activity was a closing activity. The teacher revised wh-questions and said what the learners are supposed to bring next lesson. This activity was catered for auditory learners (oral presentation).

Reflection: Learners seemed to enjoy this lesson as it comprised of games and competing. I appreciated and enjoyed the first game with a worksheet because it provided learners with playful form of practising of new grammar. Nevertheless, at the end of the lesson it was clear that some learners were bored as they did not want to compete anymore. This lesson plan can be found in appendix no. 6.

6.3 My lesson plans

In this subchapter I present my own lesson plans that I created during my teaching practice. The teacher only told me which topic I should cover and what book I could use. Therefore, I could plan the lessons as I wanted. I decided to do one lesson without a book. This whole lesson was dedicated to making projects. I also added some worksheets for learners to practise more outside their books.

Each lesson plan can be found in the appendices (no. 7 – no. 12) and consists of information about the aims, language level, age group, time, class size, patterns of interaction, material and equipment, procedure and information on when the lesson plan was piloted. Below I comment on each activity and state at which intelligences of VAK system the activity was aimed. I also mention whether the activity was aimed at individual, pair or group work. I also try to reflect upon each lesson and state what went well or wrong. Lesson plans 1 to 3 were conducted in the 5th grade and lesson plans 4 to 6 were conducted in the 6th grade.

6.3.1 Pets: Lesson plan 1

Procedure: The first activity was a warm-up activity and also a competition. Learners were supposed to write as many animals as they know. Later, learners were asked to tell them aloud and write them on the whiteboard. This activity was an individual work and was aimed at visual learners (writing words into their schoolwork and later on the whiteboard) and auditory learners (saying the animals aloud).

The second activity was dedicated to designing a project. Learners were supposed to make a project on My pet or My favourite animal. Firstly, I presented the idea of a project and what would the outcome of the lesson be – the project. Secondly, I elicited and explained new vocabulary and asked learners whether they knew any vocabulary they might need. I also brought printed dictionaries which learners might use during the lesson. Then I discussed with learners what information they thought should be in the project and I also wrote several questions they should answer in their projects on the whiteboard. I also drew a template of the project on the whiteboard they could use. Then learners were asked to start working on their projects. This activity was an individual work and was aimed primarily at visual learners (making a project, colouring) and auditory learners (eliciting new vocabulary and questions) and partly at kinesthetic learners (creating something). Learners could nevertheless work in pairs or groups if desired. They could also mingle, were not asked to sit the whole lesson.

The third activity was a closing activity when I reminded learners of the homework (to finish the project).

Reflection: I think the lesson went well and learners cooperated and were eager to show me their projects. Although the lesson plan caters predominantly for visual and auditory learners, kinesthetic learners participated in the lesson as well as they could move from one table to another and to create something new. I also let them decide whether they want to work alone, in pairs or in groups and they appreciated it. Even though I provided a template on how the project might look like I let them decide how the project will eventually look. I really appreciated how creative learners were with their projects. This lesson plan can be found in appendix no. 7.

6.3.2 Can/can't: Lesson plan 2

Procedure: The first activity was a warm-up activity. Learners were asked to draw a map with buildings altogether with the teacher on the whiteboard. This activity was a group activity as learners cooperated in creating of a map. The activity predominantly catered for visual learners (drawing of a map) and marginally for kinesthetic learners (moving around the classroom).

The second activity was concerned with asking directions in pairs. Learners should write the new grammar/questions into their schoolwork and worked with the map they created as a group using new grammar/questions in pairs. Later in the lesson, they were asked to perform a sample sentence in front of the whole class. This activity was catered predominantly for auditory learners (dialogue) and marginally for visual learners (orienting themselves in the map) and kinesthetic learners (moving around the classroom). The activity was a pair activity.

The third activity was a revision activity of vocabulary (buildings, directions) and grammar (can). This activity was a group activity and was catered for auditory learners.

The fourth activity was concerned with a worksheet dealing with new grammar on 'can'. The learners were divided into two groups according to two columns of the worksheet and were asked to fill in either of them as a group. Later, they provided the second group with correct answers. This activity was a group activity and was catered for visual learners (working with a special worksheet) and auditory learners (providing correct answers orally).

The closing activity was focused on a revision of new grammar and I also assigned them homework.

Reflection: Although it may seem that learners did not do much in this lesson, I think they did a lot. They spoke throughout the whole lesson. Learners really loved the first activity with navigation. I really appreciated that they were able to perform the dialogues and were not ashamed of making mistakes. They also were really eager to learn new words and they even asked me to tell them new words. They also appreciated the extra worksheet because they could practice new grammar outside of their books. The next time I would probably make an alteration for the first activity. I would ask them to navigate each other around the classroom as there were no

activities that would predominantly cater for kinesthetic learners and I could see towards the end of the lesson that some learners were tired and inattentive. This lesson plan can be found in appendix no. 8.

6.3.3 Birthday, adjectives: Lesson plan 3

Procedure: The first activity was a warm-up activity. Learners were asked to compete in smaller groups (preferably four to five learners) and wrote as many words connected to the topic birthday. They were later asked to write them on the whiteboard and told them aloud. This activity was a group activity and was aimed at visual learners (writing the words) and auditory learners (telling the words aloud).

The second activity was listening to the CD. This activity was individual activity and later pair activity as they were asked to revise in pairs what they have heard. This activity catered for auditory learners (listening to the CD). The activity was followed by the teacher checking whether learners understood all the new vocabulary. I wrote them on the whiteboard and learners into their schoolwork. This activity catered for visual learners (writing words into their schoolwork).

The fourth activity was concerned with listening to the CD. Learners worked alone on the exercise and later checked the correct answers with the teacher aloud. This activity was an individual activity and catered for auditory learners (listening to the CD).

The fifth activity was playing/acting of a dialogue. Learners were asked to work in triplets and later to play the dialogue in front of the whole class. This activity was a group activity and it catered for kinesthetic learners (playing the dialogue, theatre).

The sixth activity was a game dealing with adjectives. Learners were asked to touch something big, tall, green, etc. This game was a group activity and it catered for kinesthetic learners (moving around the classroom).

The seventh activity was again listening activity. Learners were asked to listen and repeat. This activity was an individual activity and it catered for auditory learners (listening to the CD).

The eighth activity was a game. Learners were competing in pairs in writing as many colours and in the second round as many adjectives they know. These games

were used as a revision of already known vocabulary. These games were a pair work and they catered for visual learners (writing words) and auditory learners (telling these words aloud).

The ninth activity was a closing activity in which I assigned homework and it also was time for learners to ask additional questions.

Reflection: I think the lesson went quite well. Learners really enjoyed some activities, particularly competing in groups and a role-play. There were no major errors and I managed to follow the lesson plan. The next time I would probably start the lesson with different warm-up activity. I think this warm-up activity went well and learners enjoyed the competition nevertheless there were other competitions in the lesson as well and I would probably start the lesson with some funny game instead of a competition because learners were more eager to compete than to actually cooperate together as a group. Also, some learners did not feel welcomed in some groups, they wanted to choose the groups themselves. The next time I would also probably include sorting-out activities so they would be more comfortable to work in groups with other schoolmates. This lesson plan can be found in appendix no. 9.

6.3.4 Shopping: Lesson plan 4

Procedure: The first activity was a warm-up activity in which learners were asked to work in pairs. They were supposed to write as many words connected with shopping in a supermarket as possible. This activity was a pair work and it was aimed at visual learners (writing down the words) and auditory learners (telling the words aloud).

The second activity started with two pre-listening activities. Firstly, I asked learners what they know about the people in the picture. Secondly, the learners were asked to look at the pictures and tell each other in pairs what these people are doing. Then I played the CD and learners were asked to answer two questions in their books. They could work alone or in groups. This activity was a pair/group activity and was aimed at visual learners (tell the story by pictures) and auditory learners (listening to the story).

The third activity was acting the story. The learners were asked to form groups of four people and act the story. This activity was a group activity and it catered for kinesthetic learners (acting the story).

The fourth activity was a filling-up exercise in their books. They were asked to fill-in the exercise and then check the answers as a group. This activity was an individual and group work and it catered for visual learners (filling-in the exercise) and auditory learners (checking up the answers aloud).

The fifth activity was concerned with the worksheet. Learners were asked to work in pairs to fill-in words that they know. They checked the correct answers together and pantomimed the unfamiliar words to their schoolmates. This activity was a pair and group activity. It catered for visual learners (worksheet with pictures) and kinesthetic learner (pantomime).

The sixth activity was a closing activity. I assigned the homework and there was also time for additional questions.

Reflection: I think the lesson proceeded well. I have prepared some extra exercises in advance which were not needed. Learners had sometimes problems to work in pairs, they wanted to choose, and it was quite time consuming. They did not want to talk aloud, and they were more enthusiastic about competing against each other. They liked the worksheet that I gave them because they could work in larger groups. The listening part was also tricky. Some learners were bored when I told them that we are going to listen it again and I believe that some would appreciate if they could hear it more than twice. Inconsistencies in listening skills were obvious in this class. This lesson plan can be found in appendix no. 10.

6.3.5 Clothes: Lesson plan 5

Procedure: The first activity was a warm-up activity. Learners were asked to write as many clothes items as they know. I later wrote them on the whiteboard. This activity was an individual activity and it catered for visual learners (writing into their schoolwork and on the whiteboard) and auditory learners (telling the words aloud). I also asked learners whether they need to translate/know any other word(s).

The second activity was a listening activity. Learners were supposed to listen and repeat. This activity was an individual activity and it catered for auditory learners (listening to the CD).

The third activity was concerned with a dialogue on what learners are wearing. I wrote the question on the whiteboard and learners were asked to rehear a dialogue in pairs. This activity was a pair activity and it catered for auditory learners (speaking, dialogue).

The fourth activity was concerned with a worksheet with a game. Learners were supposed to colour the items of clothes with colour I mentioned. The first one to finish could chose and said the next item and its colour. This activity was an individual work and it catered for kinesthetic learners (colouring) and auditory learners (listening to what item to colour and how).

The fifth activity was a crossword in learners' workbook. They were supposed to fill-in the crossword and then check it together. This activity was an individual activity and later group activity and it catered for visual learners (pictures) and auditory learners (checking up the answers aloud).

The sixth activity was a closing activity in which I assigned the homework and learners had time to ask questions.

Reflection: I think the lesson proceeded well. There were a lot of group-work and teamwork and learners enjoyed competing against each other. They loved the exercise with colouring. I was surprised that they knew almost all the words I was supposed to teach them thus I am really glad that I prepared a lot of extra activities and did not blindly followed the book because I think they would be therefore bored or lost interest. I think learners enjoyed the exercises which were not in their books more. In this lesson they were more talkative than in the previous lesson and seemed to be more eager to cooperate as a group. This lesson plan can be found in appendix no. 11.

6.3.6 Holiday, past simple: Lesson plan 6

Procedure: The first activity was a warm-up activity. Learners were asked to tell their neighbours about their favourite holiday. This activity was a pair activity and catered for auditory learners (telling the story).

The second activity was a listening activity. Firstly, learners were asked to listen and repeat all the words they heard. Secondly, learners heard ten descriptions of things and places and were asked to guess the unknown words. Thirdly, they were

asked to tickle the correct answers in their books. This activity was an individual work and it catered for auditory learners (listening to the CD).

The third activity was a reading activity. Learners read the article aloud and translated it. This activity was a group activity and it catered for auditory learners (reading aloud).

The fourth activity was a writing activity. Firstly, learners were asked to fill-in and rewrite the grammar table into their schoolwork. Secondly, they were supposed to write past forms of verbs. Learners could decide whether they want to work alone or in pairs. This activity was an individual and pair activity and it catered for visual learners (writing down the words).

The fifth activity was a closing activity. I assigned the homework and learners could asked questions.

Reflection: The lesson went well. I was surprised how easy going this class was. Learners were really cooperative and eager to learn even though there were no activities for kinesthetic learners. They were so involved in talking that they did not seem to miss the opportunity to move. Nevertheless, I would definitely add some moving activity next time in order to change the motion of the lesson. This lesson plan can be found in appendix no. 12.

7. Analysis and interpretation

Berman (1998) claims that it can be expected that forty percent of the learners will be predominantly visual, the same percentage will be auditory, and the remaining twenty percent is thought to be predominantly kinesthetic learners. Nevertheless, the outcomes of the questionnaire from two classes are not as expected. In both classes the percentage of kinesthetic learners is higher, twice higher in 6th grade and three times higher in 5th grade. Forty percent of learners was expected to be visual and auditory learners. In both classes the percentage of such learners is lower, for visual learners eighteen and twenty-nine percent and for auditory learners only four and fourteen percent. Nevertheless, in both classes are learners that have the same percentage of visual and kinesthetic preference coexisting altogether, seventeen and fourteen percent. To conclude, in both classes the results are not as were expected. On the other hand, Berman's calculations provide a general idea on shares of intelligences in the classes nevertheless they are not seen as an ultimate rule. Ultimately, they are based on results that are oftentimes rounded and so mathematical deviations are possible as in this case.

I believe that teachers should try to cater for all intelligences. Even though it is not always possible to cater for all intelligences in every single lesson we should do our very best. Generally speaking, in my lessons I saw learners who were marked as uncooperative or disturbing to take part in activities and to cooperate with their schoolmates. I think it may be caused by the fact that I tried to include as many different activities as possible as opposed to their teacher who prefers teacher-centred approach.

It is also difficult to compare my lessons to the teacher's lessons. I think that my lessons proceeded without major errors. I received positive feedback from the teacher and learners. I appreciate that learners enjoyed my lessons and noticed changes I have made. They enjoyed the change of seating arrangement and different pace of the lessons. They told me that even though they like English it is often difficult for them to concentrate on one activity for more than fifteen minutes. The teacher's lessons usually consist of four activities. They also told me that they do not appreciate the frequency of learning of dialogues by heart which seems to be the teacher's preferred speaking activity. They also do not like the fact that most of the

activities they do at school are either learning a dialogue by heart or translating an article in their textbooks. On the other hand, they told me that they appreciate the teacher uses English as often as possible and they are not shy to speak aloud in English.

I also received mostly positive feedback from the teacher. The teacher commended the range of activities and speaking exercises and the additional use of worksheets and printed dictionaries. On the other hand, the teacher did not fully approve of diversity of activities and frequent change of seating arrangement which the teacher found noisy and unnecessary.

Nevertheless, I do not know whether my lessons were better because I feel that I partly failed. To my surprise I do not cater for kinesthetic learners as much as I thought I do. I had activities that comprised of some type of movement, but they did not predominantly cater for kinesthetic learners. It was rather difficult to come up with activities for kinesthetic learners as they usually are longer-lasting and at the same time to cover the topics I was supposed to teach. I was also surprised that teacher's books did not provide enough materials or tips for these learners.

The main difference between my teaching and teacher's teaching is the fact that the teacher prefers teacher-centred approach as opposed to me. I try to mingle in the classroom and change seating arrangements and types of learners' work as often as possible. The teacher prefers individual and pair work, hardly ever chooses groupwork. Learners enjoyed competing more than cooperating and I believe that cooperation, not competitions, should be encouraged. I observed that some learners did not want to work with some of their schoolmates and making pairs or groups was therefore sometimes challenging. It was something that was constant in both classes. I would recommend working with both groups as a whole so they would have a chance to get to know each other better. I believe it is important to teach them to cooperate and be friends and not just compete and be rivals.

Another difference is that the teacher hardly ever did any sort of warm-up activity at the beginning of the lesson. The teacher usually started the lesson with explanation of new grammar or revision from the previous lesson. On the other hand, I also observed several lessons which consisted of plenty of games. The teacher's

lessons also usually ended with no closing activity. Oftentimes the bell rang, and the teacher was still talking, assigning homework after the bell rang. There were inconsistencies in the teacher's lesson plans.

Both classes were described to me as rather problematic with some learners not-cooperating and not-interested in English. I think it might be caused by the fact that they do not know each other well. The previous fifth grade is now formed of learners of two previous classes as some of their schoolmates transferred to grammar schools. In my opinion it would be beneficial to do some type of bonding/adaptation courses with these classes. I experienced difficulties when making groups or pairs, but I did not experience not-cooperating learners, rather bored learners.

The teacher also often chose to give marks for activities in which learners were asked to learn some type of dialogue by heart. By doing so the teacher catered predominantly for auditory and visual learners, hardly ever catered for kinesthetic learners and their needs. Teacher's lessons were suitable just for auditory learners as the lessons catered predominantly for auditory learners, marginally for visual learners and rarely for kinesthetic learners. Also, the question may arise whether learning by heart does translate to learning and understanding of the knowledge or to the ability to learn and remember things.

My lesson plans consist of more activities within a lesson plan ranging from five to eleven activities per lesson plan. Teacher's lesson plans consist of less activities ranging from four to five activities per lesson plan. The question may arise whether learners can keep their attention span for more than twenty minutes on one activity and not get bored at the same time.

In the fifth grade there is one girl who prefers to work alone and sits at the back corner of the classroom. The teacher lets her sit there and work alone even if the rest of the group is working in pairs. I found out the girl to be rather shy and interested in learning in general. I believe she chooses to sit alone because the rest of the group disturbs her.

In the same class there is also one boy who has constantly bad marks and problems with learning. The teacher often had to stop the activity and individually work with him. He often disrupted the whole class and played with his mobile phone.

The boy has no individual study plan or an assistant even though the school counsellor recommended him and his mother to visit a counselling and development centre. As far as I know they did not visit any such facility so far.

Otherwise the group of 5th graders is a strong group with no other major educational or behavioural problems. Even the boys are calm, except the one boy mentioned. Nevertheless, some of the learners are non-interested in English and it is visible that they are not comfortable in the lessons.

In the sixth grade is less learners. In this class is one boy who is a class 'clown', constantly making jokes. Unfortunately, he is therefore inattentive and easily loses his concentration and the rest of the class is making fun of him. I found the group to be cooperative and enjoying different types of activities that I prepared.

It can be concluded that my lessons went different for these reasons: I tried to cater for all intelligences if possible. I tried to include the variety of individual, pair and group work. I provided learners with extra worksheets outside of their textbooks. The main difference between my teaching and teacher's teaching is that the teacher prefers teacher-centred approach and I do not. This also reflects in the selection of type of activities and preferred type of cooperation within the group. I also believe that my lessons might have better outcomes as learners were more eager to learn with me as I was someone new. Something new and out of ordinary usually translates to something exciting.

I have come to a conclusion that the teacher is aware of the diversity of different learning styles among the learners. Unfortunately, the teacher does no cater for all intelligences systematically, particular learning styles are oftentimes neglected. I believe the teacher prefers auditory intelligence as it is also teacher's exclusive and preferred intelligence. I also believe that the teacher does not consider it being problematic in any way.

Conclusion

This thesis dealt with the issue of learning styles in teaching English to young learners (YLs). It also dealt with activities matching different learning styles.

The first part of the thesis, theoretical part, consists of four chapters. The first chapter focused on the language learning of the mother tongue (L1) and target language (L2). The second chapter focused on the process of language acquisition of L1 and L2. The third chapter dealt with the group of young learners. It was concerned with the descriptions and characteristics of young learners and specifics of school teaching. It also focused on what type of activities are suitable for this group of learners and on lesson plans and what they should ideally be like.

Lastly, the fourth chapter focused on the pioneer of this phenomenon Howard Gardner and his theory of multiple intelligences. The chapter provided short definition of all intelligences (linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, personal (intrapersonal, interpersonal)) and also an extension of the theory (naturalist, existential). It also focused on other perspectives on learning styles by Dunn and Dunn (school-based learning styles and five key dimensions), Given and DePorter (the brain's natural learning system and the quantum learning system), Armstrong (traditional vs. multiple intelligences classroom), Berman (neuro-linguistic programming and VAK system), Sprenger (sensory pathways), Tomlinson (differentiated classroom), Reid and Peck (cognitive, sensory and affective learning styles), Given (emotional, social, cognitive, physical and reflective learning styles) and Smith and Whiteley (online learning and learning styles).

The second part of the thesis, empirical part, consists of three chapters. The fifth chapter was dedicated to methodology and description of chosen methods (questionnaire and observations) and their characteristics. The sixth chapter focused on the analysis of the questionnaire and its results. It also focused on the procedure and reflection of four lesson plans based on observations and the author's six lesson plans. The seventh chapter focused on analysis and interpretation of the conducted research.

The aim of this thesis was to determine whether the teacher is aware of and worked with the idea of learning styles in the lessons. I came to conclusion that the teacher was aware of this phenomenon and of the diversity of different learning

styles among the learners. I believe that the teacher chose activities that the teacher itself would prefer as a learner, focusing most of the activities on auditory learners, only marginally catering for visual learners and rarely for kinesthetic learners.

To conclude, I believe that my lessons had a better response because I tried to cater for all learning preferences, included the variety of individual, pair or group work and had different approach to teaching.

The limitations of this thesis may be in the empirical part. The questionnaire provides only basic idea of shares of learning preferences among learners in both classes. If the possibilities of the thesis allowed a more detailed questionnaire, more questionnaires or interviews with the learners would be beneficial. Nevertheless, I believe that the questionnaire presented in the thesis provides a general idea of shares of learners' preferences and the outcomes of the questionnaire were also confirmed during my observations.

I believe that all teachers should try to differentiate in their classrooms and look for the reasons why some learners might fail while the other learners succeeded. I found out that learners appreciate if the teacher is trying to cater for all of them, even partially. Even some learners who were described as problematic had a chance to cooperate and be a part of the process of learning without being seen as outsiders.

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Appendix no. 1: Questionnaire – English version

1. When I watch a television show, I most remember
   a. the costumes, scenery, and the actor/actresses.
   b. what the characters say to each other.
   c. the action in the show or how it makes me feel.

2. When I am alone, I like to
   a. read or watch television.
   b. talk on the telephone.
   c. play a game or go outside and play.

3. If I buy my own clothes, I usually buy
   a. light coloured clothing in popular styles.
   b. bright coloured clothing.
   c. very comfortable clothing.

4. When I remember previous vacations, I remember
   a. the way the places looked.
   b. the sounds and the conversations I had there.
   c. the way it felt to be there and the activities.

5. My favourite way to learn something is to
   a. have someone show me a picture or see it in a book.
   b. have someone tell me how to do it.
   c. do it myself.

6. When I study, I like
   a. to have soft music playing and lots of light.
   b. to have absolute silence and sometimes read aloud.
   c. to be really comfortable – like on a bed or a couch.

7. My favourite kinds of class are when the teacher
   a. uses the overhead or chalkboard a lot and I can copy down the information.
   b. tells us the information and I can just listen.
   c. let's us try to do the stuff ourselves.

8. When I spell a word, I
   a. picture the word in my head.
   b. sound out the letters.
   c. write it down and see if it feels right.

9. I
   a. think talking on the phone is okay, but I'd rather see people to talk to them.
   b. love to talk on the phone.
   c. would rather be out doing something than talk on the phone.

10. The most uncomfortable situation for me would be
    a. to not be able to watch television or read.
    b. to not be able to talk.
    c. to not be able to move around.

Appendix no. 2: Questionnaire – Czech version

Třída:

1. Když sleduji TV, nejvíce si pamatuji:
   a. kostýmy, prostředí, herce/herečky
   b. dialogy
   c. děj filmu nebo jak jsem se cítil

2. Když jsem sám, tak:
   a. čtu nebo sleduji TV
   b. telefonuji
   c. hraji hry nebo jsem venku

3. Když jdu nakupovat, tak kupuji:
   a. světlé barvy, moderní oblečení
   b. zářivé/jasné barvy
   c. pohodlné oblečení

4. Když si vzpomenu na prázdniny, pamatuji si:
   a. místo (jak vypadalo)
   b. zvuky a dialogy
   c. jak jsem se tam cítil/a, a co jsem dělal/a

5. Nejraději se učím:
   a. když mi někdo ukáže obrázky nebo si to přečtu v knize
   b. když mi někdo vysvětlí, jak se něco dělá
   c. sám
6. Když se učím, tak rád/a:
   a. poslouchám muziku a mám rád/a hodně světla v místnosti
   b. absolutní ticho, občas si čtu nahlas
   c. se cítím pohodlně (učím se v posteli či v křesle)

7. Nejraději mám, když učitel:
   a. píše věci na tabuli a já si je mohu opsat
   b. mluví a já ho poslouchám
   c. nechá nás dělat si věci tak, jak mi to vyhovuje

8. Když hláskuji slovo, tak:
   a. si představím slovo ve své hlavě
   b. si představím, jak zní písmena
   c. si slovo napíši (zda vypadá OK)

9. Já:
   a. myslím, že telefonování je OK, ale raději lidi vidím, když s nimi mluvím
   b. miluju telefonování
   c. bych byl raději venku, než s někým telefonoval

10. Nejvíce nepohodlná situace by pro mě byla:
    a. nemoci koukat na televizi nebo si číst
    b. nemoci s nikým mluvit
    c. nemoci chodit

Appendix no. 3: Lesson plan - Weather

Aims: Ss will be able to talk about the weather, Ss will be able to make questions about the weather in the UK, Ss will be able to tell the dialogue by heart

Language level: elementary

Age group: young learners

Time: 45 minutes

Class size: 23 Ss[5]

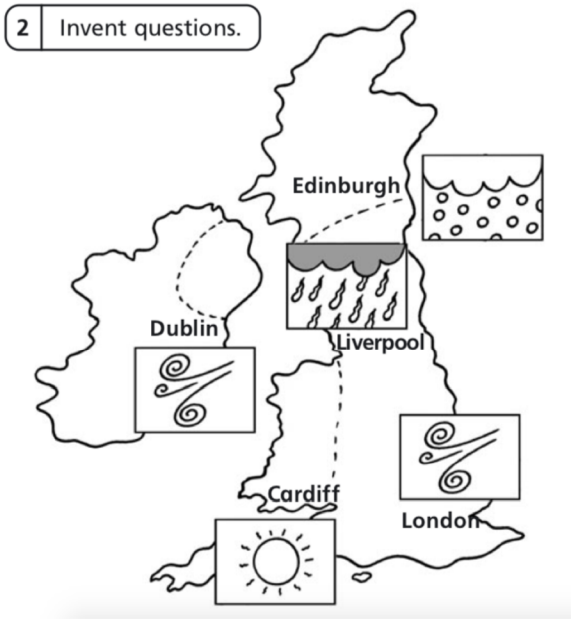
Patterns of interaction: pairwork

Material/Equipment: WS

Procedure:

1. T revises vocabulary (weather); T revises how to ask *What is the weather?* **5'**
2. WS – pairwork – Ss ask each other questions about the weather in the UK -> T then examines Ss and gives them grades **20'**
3. in the meantime – T examines Ss on dialogue from the previous lesson -> Ss were asked to learn by heart a dialogue on ordering food in the restaurant **15'**
4. revision of vocabulary + HW (write about weather in the Czech Republic) **5'**

Piloted: September 2017



Worksheet 1. Weather. (Shipton, P. *Chit Chat: Photocopy Masters Book 2.* Oxford: Oxford UP)

[5] **S** = student; **Ss** = students; **T**= teacher; **WS** = worksheet; **SB** = student's book; **WB** = workbook; **p.** = page; **ex.** = exercise

Appendix no. 4: Lesson plan – Wh-questions

Aims: Ss will be able to make a project, Ss will be able to use wh-questions, Ss will be able to tell the dialogue by heart

Language level: elementary

Age group: young learners

Time: 45 minutes

Class size: 23 Ss

Patterns of interaction: individual work, pairwork

Material/Equipment: SB

Procedure:

1. T checks the HW – Ss were supposed to finish their projects at home and bring them to the class **10'**
2. wh-questions – T elicits and writes on the whiteboard wh-questions Ss already know -> Ss copy them into their schoolwork -> then T presents new wh-questions (whose, whom, …) **10'**
3. SB: p. 23, ex. 5a, 5b – Ss work in pairs and complete two exercises; T later checks the correct answers **10'**
4. SB: p. 22, ex. 3 – Ss perform the dialogue in pairs by heart -> T gives marks **14'**
5. HW **1'**

Resources: Project 1: fourth edition (Oxford)

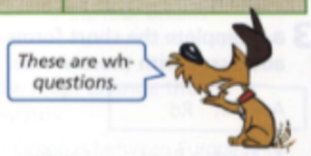
Piloted: November 2018

Grammar

4 Copy and complete the table.

be: questions

Yes / No	*Wh-*
_____ you at home?	Where are you?
Is he thirteen?	How old is _____?



5 a Put the words in the correct order to make questions.

1 you are How old
How old are you?
2 your name is What
3 you from are Where
4 When your birthday is
5 What day is today it
6 is Where Joe
7 your is brother How old
8 What your phone number is
9 this mobile Whose is
10 my Where books are

b Match the answers to the questions to make dialogues.

a It's 762954
b It's William, but everyone calls me Billy.
c He's in the garden.
d I'm twelve.
e They're on the table.
f I'm from Spain.
g It's Friday.
h It's Charlotte's.
i He's fifteen.
j It's on Saturday.

c Work with a partner. Read the dialogues.

- *How old are you?*
- *I'm twelve.*

Listening

6 a 1.53 Listen to two more dialogues. Answer the questions.

1 What is his / her name?	_____	_____
2 Who is the record for?	_____	_____
3 When is his / her birthday?	_____	_____
4 How old is he / she then?	_____	_____
5 Where are they?	_____	_____

b Work with a partner. Act the dialogues. Use the chart.

c Work with a partner. Make your own dialogues.

Writing

7 a Complete the DJ's text.

Our caller [1]_____ Mel Bradley. [2]_____ ten. The song is for [3]_____ brother. [4]_____ name's Joe and [5]_____ twelve on Tuesday.

b Write texts for the girl and boy in exercise 6a and you.

2D What day is it today?

Vocabulary

1 a **Write the days of the week in the correct order.**

Monday

Saturday
Thursday
Monday
Friday
Sunday
Tuesday
Wednesday

b 1.50 **Listen and repeat.**

2 1.51 **Listen. What day do you hear?**

Friday

Comprehension

3 a 1.52 **Read and listen. Are the statements true or false?**

1 *The Birthday Show* is on Sunday.
2 The song is for Mel's brother.
3 His birthday is on Tuesday.
4 He is thirteen on his birthday.
5 Mel's at home.
6 Joe's at his friend's house.

b **Work with a partner. Act the dialogue.**

DJ Hi. It's Saturday. My name's Jez Jones and this is *The Birthday Show*. Hello. What's yo name?
Mel Mel Bradley.
DJ Hi, Mel. How old are you?
Mel I'm ten.
DJ And who is your song for?
Mel It's for my brother, Joe.
DJ When's his birthday?
Mel It's on Tuesday.
DJ And how old is he?
Mel He's twelve on Tuesday.
DJ OK. Where are you? Are you at home?
Mel No, I'm not. I'm at the shops.
DJ Is Joe there, too?
Mel No, he isn't. He's at home.
DJ Well, happy birthday, Joe, from your sister, Mel. Here's the song.

Appendix no. 5: Lesson plan - In the street

Aims: Ss will be able to talk about their city and their street, Ss will be able to tell *Where are the …?*, Ss will be able to describe pictures

Language level: elementary

Age group: young learners

Time: 45 minutes

Class size: 14 Ss

Patterns of interaction: individual work, pairwork, groupwork

Material/Equipment: SB, CD

Procedure:

1. warm-up/competition – SB: p. 6, ex. 1a – Ss write in their schoolwork how many things can they name -> T then checks the correct answers aloud **5'**
2. SB: p. 6, ex. 1b – Ss makes questions and rewrites them into their schoolwork -> T then asks Ss questions and Ss answer them as a group **10'**
3. SB: p. 6, ex. 2 – Ss listen to the CD and write the answers into their schoolwork -> T checks the answers **10'**
4. SB: p. 6, ex. 3 – pair work – Ss ask each other questions about the picture (street) -> T examines them and give them marks **20'**

Resources: Project 2: fourth edition (Oxford)

Piloted: May 2017

In the street

1 a Look at the picture. How many things can you name?

b Where is / are:

1 the boxes?
2 the bike?
3 the cat?
4 the holiday poster?
5 the tennis racquet?
6 the man's hat?

2 a 1.6 How good is your memory? Close your book. Listen and write the answers to the questions.

b Check your answers.

3 Work with a partner. Ask more questions about the picture. Use the phrases.

	Questions	Answers
1	What's this?	It's a / an …
2	What colour is / are …?	It's / They're …
3	What is / are … doing?	He's / She's / They're …ing.
4	How many … are there?	There are …
5	Where is / are the …?	It's / They're (in / on / under) the …
6	What is … wearing?	He / She's wearing a …

4 Write eight sentences about the picture.

A boy is carrying a blue bag.

Appendix no. 6: Lesson plan – Wh-questions, animals

Aims: Ss will be able to use and form wh-questions, Ss will be able to talk about animals, Ss will learn new vocabulary (animals)

Language level: pre-intermediate

Age group: young learners

Time: 45 minutes

Class size: 14 Ss

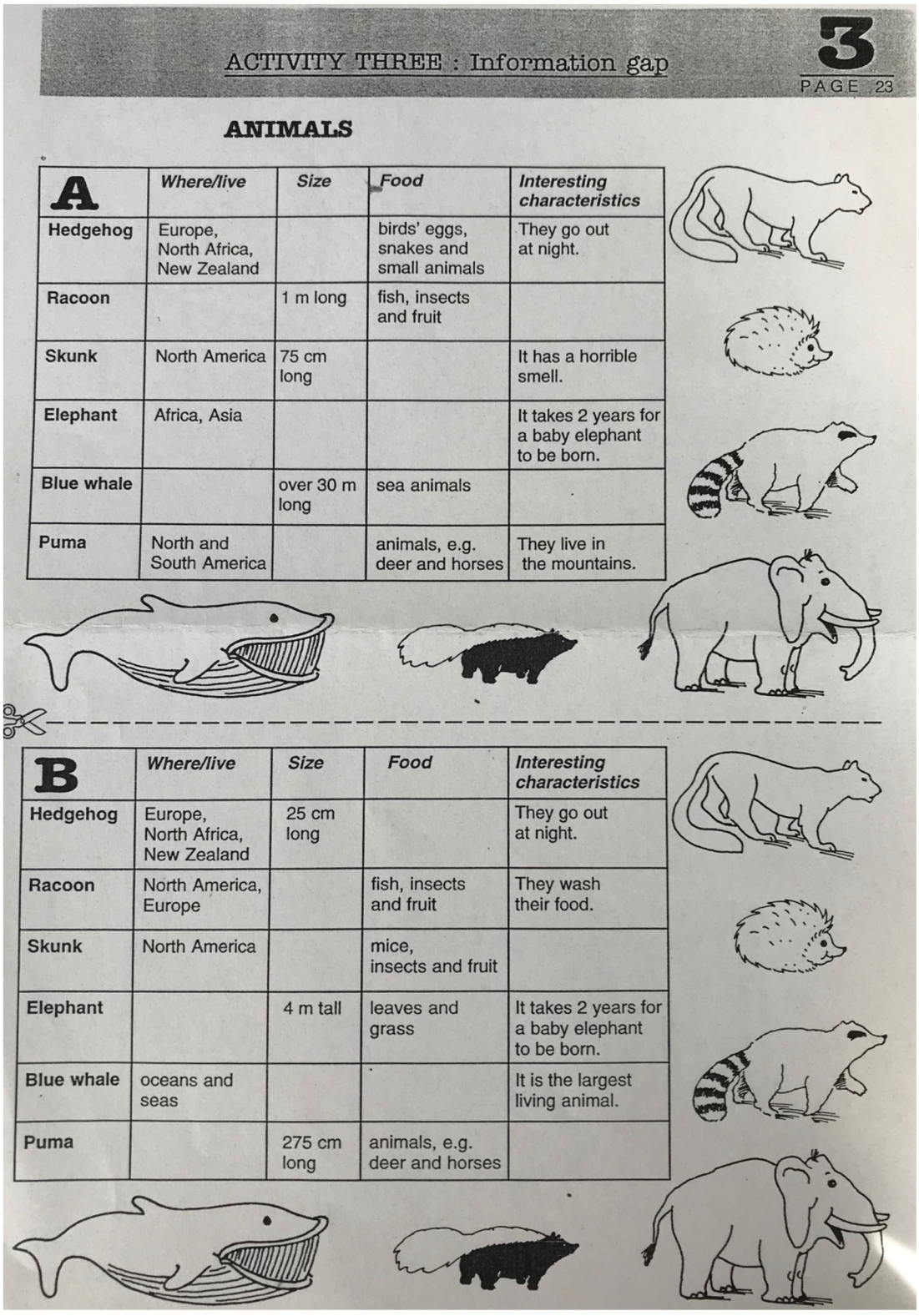
Patterns of interaction: pairwork, individual work

Material/Equipment: WS

Procedure:

1. T revises with Ss wh-questions and how to form them **10'**
2. game – T presents the WS, Ss are asked to work in pairs – each person has one half of the paper -> one S creates question and the other S provides an answer from the WS; they take turns in order to complete both halves of the WS **15'**
3. game – write as many animals as possible starting with letter … **15'**
4. revision of wh-questions + preparation for the test next lesson **5'**

Piloted: November 2018



ACTIVITY THREE : Information gap

3

PAGE 23

ANIMALS

A	Where/live	Size	Food	Interesting characteristics
Hedgehog	Europe, North Africa, New Zealand		birds' eggs, snakes and small animals	They go out at night.
Racoon		1 m long	fish, insects and fruit	
Skunk	North America	75 cm long		It has a horrible smell.
Elephant	Africa, Asia			It takes 2 years for a baby elephant to be born.
Blue whale		over 30 m long	sea animals	
Puma	North and South America		animals, e.g. deer and horses	They live in the mountains.

B	Where/live	Size	Food	Interesting characteristics
Hedgehog	Europe, North Africa, New Zealand	25 cm long		They go out at night.
Racoon	North America, Europe		fish, insects and fruit	They wash their food.
Skunk	North America		mice, insects and fruit	
Elephant		4 m tall	leaves and grass	It takes 2 years for a baby elephant to be born.
Blue whale	oceans and seas			It is the largest living animal.
Puma		275 cm long	animals, e.g. deer and horses	

Worksheet 2. Animals – Information gap. (Perclová, R., Wisniewska, I. (1997). *Speak out in English.* Plzeň: Fraus)

Appendix no. 7: Lesson plan – Pets

Aims: Ss will be able to talk about their pets, Ss will be able to describe an animal, Ss will be able to answer questions about their pets, Ss will make a project, Ss will be able to use printed dictionary

Language level: elementary

Age group: young learners

Time: 45 minutes

Class size: 23 Ss

Patterns of interaction: individual work, groupwork

Material/Equipment: chalks, CD player, papers and pencils, dictionary

Procedure:

1. warm-up activity – write as many animals as you know => competition -> learners write them on the whiteboard **5'**
2. T presents the project My pet/My favourite animal **3'**
3. T elicits and teach new vocabulary (*tail, wings, paw, claw, whiskers, beak, fins, fur, feathers, scales, hoof, shell*) + asks whether they need any other word(s) + T brings printed dictionary **5'**
4. T asks Ss what they think should be in project + presents questions Ss might choose to include into their projects + writes them on the whiteboard (*What does it eat? / Where does it live? / What does it look like? / etc.*) **5'**
5. T provides a template how a project might look like (but does not have to) -> writes it on the whiteboard **5'**

   example: **This is my pet …** name, age, male/female

   … likes …

   … can … eat, run, roll-over, jump, swim, sleep

   … need … food, water, toys, vet, cage

   we … together -> play, walk, run

   characteristics/abilities … playful, friendly, trained

   I have to … feed him, play catch, clean the cage
6. Ss start to work on their projects, T helps them/corrects the mistakes **20'**
7. HW (to finish the project + bring it next week) + time for questions **2'**

Piloted: September 2017

Appendix no. 8: Lesson plan – Can/can't

Aims: Ss will be able to tell the directions, Ss will be able to navigate a person from place to place, Ss will be able to tell what they can and cannot do, Ss will be able to cooperate as a team, Ss will be able to use can and cannot

Language level: elementary

Age group: young learners

Time: 45 minutes

Class size: 23 Ss

Patterns of interaction: individual work, groupwork, teamwork

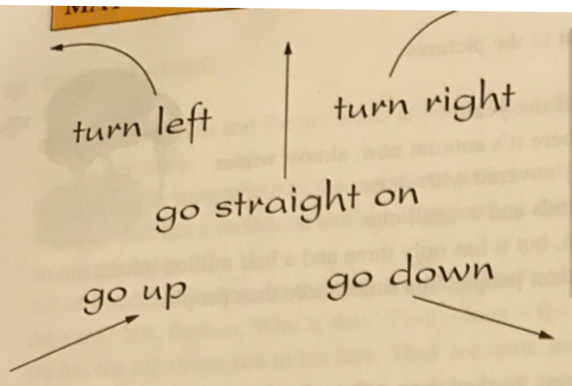
Material/Equipment: worksheets, crayons

Procedure:

1. warm-up activity – draw a building on the whiteboard and ask Ss to draw there some buildings as well –> then T tells Ss to write a sentence into their 'schoolwork': Excuse me, can you tell me how can I get from the post office to the cinema? and the replay: Yes, I can … –> T demonstrates this with one S –> then pair work – in pairs asking for directions –> then each pair say it aloud to the whole class **10'**
2. SB: p. 150 – T asks Ss if they know two meaning of can (můžu + umím) and asks them for examples **5'**
3. SB: p. 150 – 151 – revision of vocabulary (buildings, directions) – T demonstrates it on the map **5'**
4. worksheet – teamwork – 2 teams divided according to two columns –> work in a team and fill-in the exercise -> then Ss tell the other group the correct answers + meantime Ss write all the unfamiliar words into their vocabulary **20'**
5. revision + HW + time for questions **5'**

Resources: Angličtina pro 4. ročník Základní školy (2nd edition, E. Lacinová)

Piloted: April 2018



St Peter's [snt'pi:təz]	Sv.Petra
church [č3:č]	kostel
tell me the way [tel mi: ðə wei]	ukázat mi cestu
station [steišn]	
straight on [streit on]	rovně, přímo
turn [t3:n]	zahnout
crossroads [krosrəudz]	křižovatka
bridge [bridž]	most
cross [kros]	přejít
steps [steps]	schody

TEXT 1 Listen and point. Practise. Act out.

Which way?

Mr Robinson: **Excuse me, is this St Peter's church?**
Mrs X: Yes, it is.
Mr Robinson: **Can you tell me the way to the station, please?**
Mrs X: Go straight on and turn right at the crossroads –
Mr Robinson: Yes –
Mrs X: There's a bridge behind the crossroads. Cross the river and then there are steps on the left.
Mr Robinson: Yes, I see.
Mrs X: Go down the steps. The station is just opposite you.
Mr Robinson: Thank you.

What's station in Czech?

TEXT 2 Read and act out.

Mrs Robinson: Excuse me. Can you tell me the way to the cinema?
Mr X: I'm sorry, I'm a stranger here.
Mrs Robinson: Thank you anyway.

cinema [sinəmə]	kino
stranger [streindžə]	cizí (člověk)
anyway [eniwei]	stejně, tak jak tak
stop [stop]	zastavit; zastávka

G **Which way?**

One of you is a robot. The robot is at the noticeboard.
Tell the robot the way to the blackboard.

turn left
stop
go straight on
turn right

T1 Draw a plan of a town on the blackboard. First draw the streets. Then take turns and draw a **cinema**, a **church**, a **playground**, a **hospital**, a **castle**, a **station**, a **travel agency**, a **shop**, and a **factory.** Always draw one thing and say where it is.

There is a cinema on the left.
There is a church near the cinema.

Then ask and answer.

Excuse me, can you tell me the way to the ...?

T2 Work in pairs. One of you is English and is a stranger in your town:
Ask your Czech friend the way from the **school**
A to **the playground**,
B to **the shop**,
C to **the bus stop**.

TEXT 3 Listen. Read and say.

What can little Vicky do?

Vicky is only a baby, but she **can** already do a lot of things.
Can she?
Oh, yes. She can.
She **can** walk – but she **can't** walk very well.
She **can** eat a roll – but she **can't** eat with a spoon.
She **can** drink from a bottle – but she **can't** drink from a cup.
She **can** play with toys but she **can't** finish a puzzle.
She **can** sing but she **can't** sing a song.
She **can** call her daddy but she **can't** speak.

walk [wo:k]	chodit
eat [i:t]	jíst
spoon [spu:n]	lžíce
drink [drink]	pít
finish [finiš]	dokončit
play [plei]	hrát (si)
toy [toi]	hračka
call [ko:l]	zavolat

Worksheet 3. Can or can't – Expressing ability and inability. (Englishwsheets. (2013). Retrieved April 4, 2018, from https://www.englishwsheets.com/auxiliary-verbs-1.html)

Appendix no. 9: Lesson plan – Birthday, adjectives

Aims: Ss can elicit already known vocabulary, Ss will be able to understand simple sentences, Ss will be able to use and understand new grammar and vocabulary, Ss will be able to listen for specific information, Ss will be able to communicate in L2 with the teacher and peers, Ss will be able to work in a group and pairs

Language level: elementary

Age group: young learners

Time: 45 minutes

Class size: 23 Ss

Patterns of interaction: individual work, pairwork, groupwork

Material/Equipment: SB, WB, chalks, CD-player

Procedure:

1. warm-up activity – T presents the topic BIRTHDAY => brainstorming + competition => writes it then on the blackboard **4'**
2. SB: p. 30 ex. 1 – listening 2.6 => T plays it **3'**
3. Ss revise in pairs what they have heard **2'**
4. T checks whether Ss understood all the words (*present, cricket bat, jumper, bone, blanket, basket, mouse*) + Ss write them into their vocabulary **3'**
5. SB: p. 30 ex. 1b – listening 2.6 => T checks correct answers **3'**
6. Ss read/play the dialog on p. 30 in triplets (before the whole class, T gives marks) **15'**
7. game – touch something big, tall, green, etc. **4'**
8. SB: p. 31 ex. 3a – listening 2.7 => listen and repeat **3'**
9. game in pairs – competition – write as many colours as you know => check together **3'**
10. game in pairs – competition – write as many adjectives as you know => T writes them on the board and Ss into their schoolwork **3'**
11. HW + time for questions **2'**

Resources: Project 1: fourth edition (Oxford)

Piloted: November 2018

3B Mut's present

Comprehension

1 a 2.6 **Read and listen. Choose the correct presents and match them to the names.**

Mickey	• a blue bag
Millie	• a new blanket
Mut	• a red jumper
	• a new cricket bat
	• a big bone
	• a yellow ball

b Who are the presents from?

2 Work in a group. Act the story.

Vocabulary

3 a 2.7 **Listen and repeat.**

These words are adjectives. They describe things.

Colours

yellow green orange
red black brown
blue white grey

Others

big small thick THIN
old new GOOD bad
long short

b Find something in your classroom for each adjective.

This exercise book is red.

Grammar

4 a Look at the story. Rewrite the sentences with the words *red* or *good*.

I've got a jumper.
They've got presents.
We've got two presents for our birthday.

Where do we put the adjective?

b Rewrite the sentences. Put the words in brackets in the correct order.

1 I've got _____ (a present big).
I've got a big present.
2 She's got _____ (books thick four).
3 We've got _____ (teacher a good).
4 Where's _____ (jumper yellow my)?
5 I've got _____ (cats two black).

Speaking and writing

5 a Work with a partner. Look at the pictures.
Student A: cover one picture.
Student B: cover the other picture. Now ask and answer. Use the cues.

1 a skateboard
A Mickey's got a red skateboard in my picture. Is it red in your picture, too?
B No, it isn't. He's got a green skateboard in my picture.
2 a T-shirt
3 a bag
4 a watch
5 a pencil
6 a book
7 a mobile
8 a cap
9 a radio

b Now write about the differences.

Mickey's got an orange cap in picture A, but he's got a blue cap in picture B.

Appendix no. 10: Lesson plan – Shopping

Aims: Ss will be able to cooperate as a group, Ss will be able to elicit vocabulary they know, Ss will be able to describe a situation, Ss will be able to understand to the listening, Ss will be to use new vocabulary correctly

Language level: elementary

Age group: young learners

Time: 45 minutes

Class size: 14 Ss

Patterns of interaction: individual work, pairwork, groupwork

Material/Equipment: worksheets, radio

Procedure:

1. warm-up activity – competition – brainstorming – write as many words as you know -> topic: shopping in a supermarket **3'**
2. SB: p. 68 – ask Ss who is in the picture + what they know about these people **3'**
3. SB: p. 68 – work in pairs – without reading the text tell each other what these people are doing **4'**
4. SB: p. 68 – listening 3.8 – the first listening –> ex. 1a – answer two questions **5'**
5. SB: p. 68 – listening 3.8 – the second listening –> in groups of 4 – act the story **10'**
6. SB: p. 68 ex 2 – work individually, then control it as a group **8'**
7. worksheet – in pairs – fill in words that you know => T pantomime/explain the rest of these words **10'**
8. HW (WB p. 56 – 57 (finish); write four sentences about shopping with your family; p. 69 ex. 4a – these could be used as extra activities) + time for questions **2'**

Resources: Project 1 (4th edition, T. Hutchinson, Z. Rézmüves)

Piloted: April 2018

6C Are we going to the shops?

Comprehension

1 a 3.8 **Read and listen. Answer the questions**

1 Why are Mickey and Millie washing Mut?
2 Why does Millie say: 'Well done!'?

b Work in a group. Act the story.

2 Complete the sentences with the words.

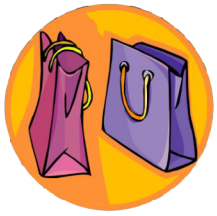
park	smart	fur	washing
bus	winner	raining	show

1 They aren't going to the _____ today.
2 Mickey and Millie are _____ Mut.
3 It isn't _____ this morning, but Mut isn't playing in the garden.
4 Millie is brushing Mut's _____.
5 Mickey and Millie are wearing _____ clothes.
6 They aren't taking the _____ into town.
7 They're going to a pet _____.
8 Mut is the _____.

SHOPPING WORDS VOCABULARY MATCHING WORKSHEET

LOOK AT THE WORDS IN THE LIST BELOW AND WRITE THEM UNDER THE CORRECT PICTURES

• shop	• changing room	• basket	• coins
• cashier	• sale	• trolley	• note
• escalator	• barcode	• shelf	• credit card
• lift	• bags	• till	• cash
• customer	• wallet	• scale	• cheque



1)_____

2)_____

3)_____

4)_____

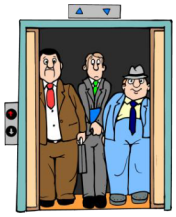
5)_____

6)_____

7)_____

8)_____

9)_____



10)_____

11)_____

12)_____

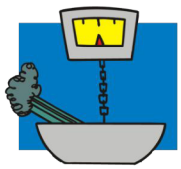
13)_____

14)_____

15)_____

16)_____

17)_____



18)_____

19)_____

20)_____

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Worksheet 4. Shopping. (Englishwsheets. (2013). Retrieved April 4, 2018, from https://www.englishwsheets.com/shopping-2.html)

Appendix no. 11: Lesson plan – Clothes

Aims: Ss will be able to work as a group, Ss will have the correct pronunciation, Ss will be able to tell what they are wearing, Ss will be able to describe the clothes, Ss will be able to use present continuous

Language level: elementary

Age group: young learners

Time: 45 minutes

Class size: 14 Ss

Patterns of interaction: individual work, groupwork, teamwork

Material/Equipment: worksheets, colours

Procedure:

1. warm-up activity – competition – write as many clothes items as you can –> T then write all words learners know on the whiteboard –> if Ss do not know the word they wrote it to their vocabulary **5'**
2. T asks Ss if they need any other word –> if so, write them again on the whiteboard **3'**
3. SB: p. 70 ex. 1 – listening 3.10 – listen and repeat **5'**
4. T writes on the whiteboard: What am I wearing today? – You are wearing … –> Ss write this sentence into their `schoolwork` **4'**
5. pair work – dialogues with the sentence above **5'**
6. T gives Ss worksheet –> colouring –> In the picture I see blue shoes. –> Ss colour the shoes –> who is the first one to finish can say the next item, and so on **10'**
7. WB: p. 58 – crossword – individual work –> then check it together **10'**
8. HW (WB: p. 58 ex. 2) + time for questions **3'**

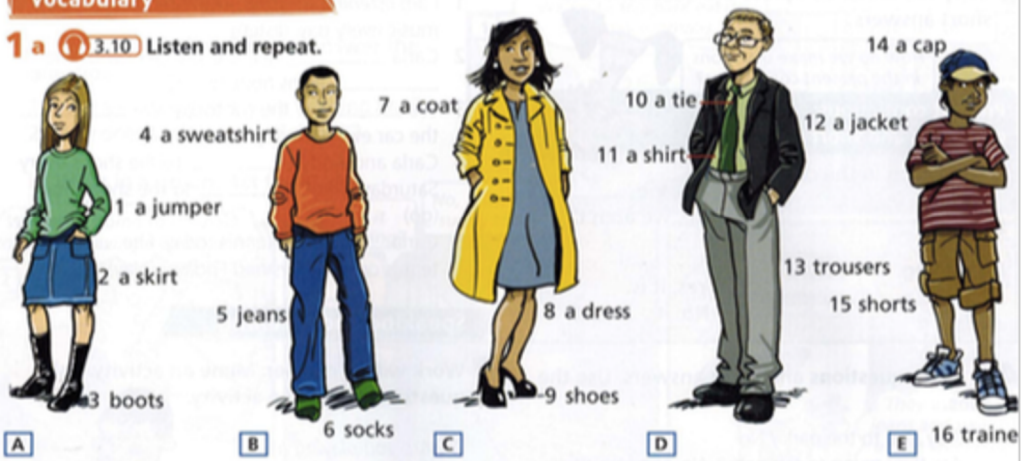
Resources: Project 1 (4th edition, T. Hutchinson, Z. Rézmüves)

Piloted: April 2018

6D Clothes

Vocabulary

1 a 3.10 **Listen and repeat.**



b 3.11 **Close your book. Listen. Which person is wearing the things? Say A, B, C, D or E.**

This person's wearing a black jacket *D*

2 What are you and your friends wearing now?

I'm wearing a blue shirt, black jeans, …
Elsa's wearing …

Comprehension

3 a Read the dialogue. How much does Carla pay?

b 3.12 **Listen and check.**

Carla	How much is this T-shirt, please?
Assistant	It's £8.50.
Carla	What about this sweatshirt?
Assistant	That's £25.
Carla	Oh. And how much are these jeans?
Assistant	They're £17.20.
Carla	Can I have the jeans and the T-shirt then, please?
Assistant	OK. That's £ _____, please.

Grammar

4 Copy and complete the table.

How much is / are …?

How much _____ _____ T-shirt?
_____ £8.50
How much _____ _____ jeans?
_____ £17.20.

These words are always plural.

5 Work with a partner. Make shopping dialogues about these clothes.

1 a jumper: €35
2 trousers: £59
3 a cap: $7
4 shorts: €20.60
5 socks: $8
6 a sweatshirt: £26

6D Clothes

Clothes

1 **Complete the crossword.**

Across

3

4

6

7

9

Down

1

2

3

4

5

12

13

14

11

10

8

2 **What are they wearing? Colour the picture and write sentences.**

1 The mother *'s wearing a blue dress.*

2 The father _____

_____

_____

3 The boys _____

_____

_____

4 The girl _____

_____

_____

Worksheet 5. Colouring clothing. (Surfnetkids. (2012, December 14). Retrieved April 4, 2018, from https://www.surfnetkids.com/coloring/5691/mens-clothing/)

Appendix no. 12: Lesson plan – Holiday, past simple

Aims: Ss will be able to present and use new vocabulary and grammar, Ss will be able to understand simple texts, Ss will be able to listen for specific information, Ss will be able to communicate in L2 with the teacher and peers, Ss will be able to work in pairs/groups

Language level: pre-intermediate

Age group: young learners

Time: 45 minutes

Class size: 14 Ss

Patterns of interaction: individual work, pairwork

Material/Equipment: SB, WB, chalks, CD-player

Procedure:

1. warm-up activity – tell your neighbour about your favourite holiday **3'**
2. SB: p. 34 ex. 1a – listening 1.44 – listen and repeat => T asks whether they understood everything **4'**
3. SB: p. 34 ex. 1b – listening 1.45 – 10 descriptions => Ss write what it is => listen for 2nd time => Ss write the correct answers on the blackboard **10'**
4. SB: p. 34 ex. 2a – listening 1.46 – listen and tickle the correct answer + T explains new/difficult words (*miss the plane, pick up*, etc.) **3'**
5. SB: p. 34 ex. 2 – Ss read the article aloud and translate it **15'**
6. SB: p. 34 ex. 3a – rewrite the grammar table into Ss' schoolwork (Ss can work in pairs) **3'**
7. SB: p. 35 ex. 3c – write past forms of these verbs **5'**
8. SB: p. 35 ex. 4 – T presents the HW, Ss can start working on it **2'**

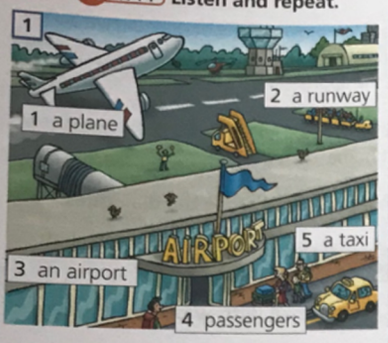
Resources: Project 2: fourth edition (Oxford)

Piloted: November 2018

3B Our holiday

Vocabulary

1 a 1.44 **Listen and repeat.**



b 1.45 **Listen. What is it?**

1 a suitcase

Comprehension

2 a 1.46 **Read and listen. Conor is talking about his holiday. Tick (✓) the problem.**

They missed their plane. ☐
Someone picked up their bag. ☐
They picked up someone else's suitcase. ☐
Their luggage didn't arrive. ☐

b Which of the words from exercise 1 does Conor mention?

We were on holiday in July. We travelled to Spain by plane. We landed at the airport in Malaga. A man checked our passports and then we waited for our luggage. Soon the bags and suitcases started to arrive. Mum and Dad's bag was first. Then my sister, Clare, shouted: 'There's our suitcase!' We didn't check the label. We just grabbed it and then followed Mum and Dad with all of our luggage on a trolley. When we arrived at our hotel, we started to unpack. Mum and Dad opened their bag and Clare tried to open our suitcase. 'Is this the right key?' she asked. 'I can't open it.' Then we looked at the name on the label. It wasn't our suitcase! Mum phoned the airport. Our bag was still there. There was a very angry man there, too. Dad wasn't happy, because we needed a taxi to take the other passenger's suitcase back to the airport and collect our suitcase.

Grammar

3 a Copy and complete the table with verbs from the story.

Past simple: regular verbs

	present	past
Most verbs: add *-ed*	check	
Verbs ending in *-e*: add *-d*	arrive	
Verbs with a short vowel and one consonant: double the consonant and add *-ed*	grab	
Verbs ending in *-l*: double the *-l* and add *-ed*	travel	
Verbs ending in *-y*: remove *-y* and add *-ied*	try	

b 1.46 **Listen again. What do you notic about the verbs?**

landed waited started shouted needed

c **Write the past tense of the verbs. Say them.**

open	travel	phone	play	like	stop
close	want	collect	practise		

4 **Write sentences about Conor's holiday. Use the verbs in brackets in the past simple.**

1 We / tennis. (play)
We played tennis.
2 I / to speak Spanish. (try)
3 It / on our last day. (rain)
4 We / DVDs in our hotel room. (watch)
5 I / my friends at home. (text)
6 We / to the beach. (walk)
7 We / Granada. (visit)
8 We / around Spain by bus. (travel)

5 **Find the negative sentence in the text and complete it.**

This is the past simple negative. How do we make it? What part of the verb do we use after didn't?

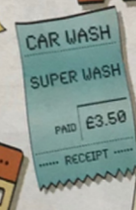
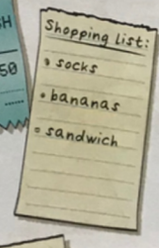
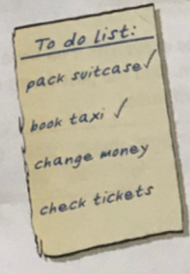
Past simple: negative	
We checked the label.	We _____ the label.

6 **Make the sentences negative.**

1 We travelled by boat.
We didn't travel by boat.
2 We stayed in an apartment.
3 Dad wanted to go to the beach every day.
4 We played tennis every afternoon.
5 We visited a lot of museums.
6 It rained a lot.
7 We arrived in the evening.
8 Clare packed the suitcase.

Writing and speaking

7 **Yesterday the police found a man's jacket. These things were in the pockets. What did he do recently? What didn't he do? Use the verbs in the past simple to write what we know about him.**

~~play~~	be	like	check	clean	pack	collect	stay
visit	watch	want	travel	change	phone	book	

He played table tennis.