Vocabulary activities and techniques in teaching English to young learners

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Tea Gavrilović Smolić, v. pred.

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CONTENTS

„ Your guiding hand on my shoulder will stay with me forever. “

SAŽETAK

Kada djeca krenu u osnovnu školu susreću se s učenjem stranoga jezika koji uče u formalnom okruženju, za razliku od njihovog materinskog jezika, koji usvajaju u komunikaciji. U školama učitelji koriste udžbenike i radne bilježnice za poučavanje jezika, koristeći razne metode, tehnike i aktivnosti koje smatraju primjerenima za učenike, njihovu dob i fazu kognitivnog razvoja.

Prvi dio ovog rada jest teorijski i cilj mu je predstaviti i opisati razne aktivnosti i tehnike koje se mogu koristiti u poučavanju vokabulara mladih učenika, od prvog do četvrtog razreda osnovne škole. Aktivnosti i tehnike spomenute u ovom radu čine učenje učinkovitijim, pristupačnijim i jednostavnijim za učenike, poboljšavaju usvajanje vokabulara, sprječavaju monotoniju i povećavaju motivaciju i interes učenika.

U drugom dijelu rada istražene su aktivnosti iz četiri seta udžbenika i radnih bilježnica namijenjenih učenju engleskog kao stranog jezika u drugom i trećem razredu osnovne škole, objavljenih od strane dviju izdavačkih kuća, domaće i strane.

Predstavljena je i razmotrena učestalost različitih kategorija aktivnosti za usvajanje vokabulara, popraćena analizom redoslijeda usvajanja jezičnih vještina kroz same aktivnosti. Također se uspoređuju udžbenici i radne bilježnice izdani od strane domaće i strane izdavačke kuće.

Na kraju, iste aktivnosti se analiziraju u odnosu na ishode propisane Nacionalnim kurikulumom. Analiza pokazuje raznolikost vrsta aktivnosti koje učenicima omogućuju usvajanje vokabulara. Tijekom usvajanja vokabulara poštuje se redoslijed usvajanja jezičnih vještina (slušanje, govorenje, čitanje i pisanje), a ishode za predmet Engleski jezik propisane kurikulumom moguće je ostvariti kroz aktivnosti u spomenutim udžbenicima i radnim bilježnicama.

Ključne riječi: mladi učenici, usvajanje vokabulara, aktivnosti, tehnike, udžbenici i radne bilježnice

SUMMARY

When children start primary school, they encounter learning a foreign language, which they learn in instructional settings, as opposed to their mother tongue, which they acquire in communicative situations. In schools, teachers use textbooks and workbooks to teach the language, using different methods, techniques and activities, which they find appropriate for the learners, their age and cognitive developmental stage.

The first part of this thesis is theoretical and aims to present and describe various activities and techniques that can be used in teaching vocabulary to young learners, i.e. from the first to the fourth grade of primary school. The activities and techniques mentioned in the thesis make learning more efficient, accessible and easier for students, enhance adoption of vocabulary, prevent monotony and increase motivation and interest of the students.

The second part of the thesis investigates vocabulary activities in four textbook sets intended for learning English as a foreign language in the second and the third grade of primary school, published by two different publishing houses, a domestic and a foreign one.

The frequency of different categories of vocabulary activities is presented and discussed, followed by an analysis of the sequence of acquiring language skills through vocabulary activities. The textbook sets published by domestic and foreign publishers are also compared. Finally, the same activities are analysed in relation to the outcomes prescribed by the National Curriculum.

The analysis shows a wide variety of activity types which enable the learners to acquire the target vocabulary. While acquiring the vocabulary, the sequence of acquiring skills (listening, speaking, reading and writing) is appropriate and the outcomes from the Curriculum for the subject the English language can be achieved through the activities in the mentioned textbooks and workbooks.

Key words: young learners, vocabulary acquisition, activities, techniques, textbooks and workbooks

1. INTRODUCTION

Vocabulary can be defined as a collection of words and phrases that are used in a language. Wilkins (1972) explains that without vocabulary nothing can be conveyed, as opposed to not having the knowledge of grammar. Understanding is possible without grammar, but without vocabulary it is not. Vocabulary is essential and is the basis of learning any language – without vocabulary, there would be no communication.

In Croatian primary schools, the first foreign language is mainly English. Lower primary refers to young learners from the first to the fourth grade, who have English language lessons twice a week. The English teacher is a non–native person whose instruction is organized according to the National Curriculum written by the Ministry of Science and Education, and around state–mandated coursebooks, whose content is based on the outcomes prescribed by the National Curriculum. The Curriculum gives teachers an opportunity to develop, to think of and organize their own ways of teaching students the prescribed content by using various methods, techniques and activities. It is a teacher's choice whether to use only the activities that can be found in textbooks and workbooks or to implement additional activities for students. There are many different techniques and activities which can complement the textbook tasks to enhance the students' motivation to learn and acquire new vocabulary.

This thesis consists of two parts. The first, theoretical part consists of an overview of the fundamentals of acquiring a language focusing on acquiring vocabulary of a second language, with a brief overview of the treatment of vocabulary and vocabulary learning in various language teaching methods. The theoretical part aims to describe the techniques and activities which can be adapted to different grades of the lower primary to make vocabulary learning efficient for young learners.

The second part of the thesis aims to identify, analyse and compare types of vocabulary activities in textbooks and workbooks of foreign and domestic publishers for the second and third grade. The textbook vocabulary activities are analysed according to four research questions. Research results should provide insight into the prevailing types of vocabulary activities, acquisition of language skills in relation to vocabulary learning, the possibilities of achieving the outcomes prescribed by the National Curriculum and the similarities or differences in the approach of teaching vocabulary in textbook sets issued by different publishers.

The findings might also show whether the analysed textbook sets reflect the abundance of vocabulary activities and techniques available, and whether they provide the teachers of

English with a sufficient variety of activities to enable them to successfully achieve the prescribed outcomes, as well as to adapt vocabulary teaching to specific circumstances and learners' needs.

2. LANGUAGE ACQUISITION

Language acquisition can be defined as the process of acquiring a language by hearing it often and in everyday contexts (Language Acquisition, n.d.). All children, provided that the external factors of their development enable acquiring their first language in a natural process – without significant effort and special instruction – acquire their mother tongue fluently and efficiently (Brown, 2007). Since the earliest stages, children are surrounded with language input from everyone around them and spend hours interacting with the language in many different ways, such as listening in on others' conversations, being read to, watching television, etc. It takes many months before their own vocalizations reflect the characteristics of the language they hear, and it takes even more time to connect language sounds to their meaning (Lightbown & Spada, 2013). By the end of their first year, most babies understand quite a few frequently repeated words in the language which is spoken in their environment and will show a reaction when they hear a word they recognize (Lightbown & Spada, 2013). Cameron (2001) claims that the role of words as language units begins when children start using nouns to name objects and words which express their needs. According to Brewster, Ellis & Girard (2002) a child can name objects and people around them at eleven months. At twelve months children can produce a word or two that everyone recognizes (Lightbown & Spada, 2013). Infants' vocabulary rapidly grows when they start to name and interact with the world around them. Sometimes children use the same words as adults, but do not have the same meaning for those words as adults do – a word can be pronounced and written in the same way but can have a different meaning which leads to a conclusion that the acquisition of meaning of words requires more time than the acquisition of the spoken form of words (Cameron, 2001). Lightbown & Spada (2013) claim that by the age of two, most children produce at least fifty different words, and some even more. Around that age, children begin to combine words into simple sentences which are called 'telegraphic' sentences – sentences without articles, prepositions or auxiliary verbs, such as 'baby fall down'. Even though function words and grammatical morphemes are missing from these types of sentences, they are considered sentences because the combined words have a meaningful relationship and meaning can be conveyed (Lightbown & Spada, 2013). By the age of four, children should have acquired the basic structures of the language which was

spoken to them through the early years and they should be able to ask questions, give commands, report on real events that happened, and create stories about imaginary ones. Three- and four-year-old children continue to learn vocabulary at the rate of several words a day (Lightbown & Spada, 2013). In pre-school, children begin to develop metalinguistic awareness which can be defined as an ability to treat language as an object separate from the meaning it conveys. This means that if children hear a sentence 'cake the eat', they will recognize there is something wrong with it, but will still focus on the fact they can understand the sentence, as opposed to the sentence 'drink the chair', which would not make sense at all. As Lightbown and Spada (2013) claim, school settings require new ways of using language and bring new opportunities for language development. Unlike pre-school, where children start to develop the ability of using the language to understand people around them and express their meanings, in the school years they expand and enhance that ability. One of the most impressive aspects of language development in the school years is the astonishing growth of vocabulary because children start their education with the ability to understand and produce several thousand words, and through their school years they learn thousands more.

In the school years, a growing number of children start learning a second language in instructional settings. Instructional settings include task-based instruction used in classrooms, accompanied by little production of the taught content. It is effective to explicitly explain words by referring to their morphological elements, and to give clear definitions of words and example usages. However, explicit instruction has to be carried out in context, which belongs to implicit teaching (Yoko Butler, 2019). When it comes to vocabulary acquisition, Yoko Butler (2019) claims that it can vary depending on the number of languages that a child is exposed to, the age of exposure to the target language, the amount of exposure, the nature of the input, the socioeconomic conditions of learning as well as individual factors, such as the motivation level and memory capacity of the learner.

3. VOCABULARY ACQUISITION IN LANGUAGE TEACHING METHODS

In 1980, Paul Meara characterized vocabulary learning as a neglected aspect of language learning because researchers in the 1970s and early 1980s were drawn to syntax and morphology. They tried to reveal something universal in languages and language acquisition. However, just as Meara was commenting on vocabulary neglect, an explosion of research on vocabulary learning began, and the acquisition of vocabulary became one of the most active areas in second language acquisition research (Lightbown & Spada, 2013).

Larsen-Freeman (2000) explains that methods can aid teachers in becoming aware of the thinking that underlies their actions. She adds that teachers who are exposed to certain methods and asked to reflect on their principles, will have a clear view about why they do what they do, and will become aware of their fundamental assumptions, values and beliefs: "A knowledge of methods helps expand a teacher's repertoire of techniques" (Larsen-Freeman, 2000, p.x). It provides additional space for professional growth of the teacher by trying out new techniques and knowing different kinds of methods. Teachers are able to choose to teach differently from the way they were taught and to make informed choices which lead them to see why certain methods attract them and why others repel them (Larsen-Freeman, 2000).

3.1. Grammar-translation method

Grammar-translation method dominated language teaching for a hundred years – from the 1840s to the 1940s, and is still used in some parts of the world. In the grammar-translation method a detailed analysis of grammar rules is used as a way of studying and is followed by the application of gained knowledge to translate sentences into and out of the target language (Lightbown & Spada, 2013; Richards & Rodgers, 2001). The purpose of this method was to help students read literature rather than develop fluency in the spoken language. That has left students unfamiliar with using the language in everyday situations and communication, but was useful when teaching grammar and vocabulary (Lightbown & Spada, 2013). According to Larsen-Freeman (2000), vocabulary and grammar are emphasized in this method since the purpose of learning a foreign language, according to the teachers who use this method, is to read literature written in the target language, and for that they need to learn about grammar rules and vocabulary. Pronunciation barely receives any attention (Larsen-Freeman, 2000). When learning vocabulary, the selection is based on texts with vocabulary items presented in the form of bilingual lists of isolated words with their translation equivalents and translation exercises, with no attention to pronunciation. Words are also taught and learned through dictionary study and memorization. With that type of learning and following that set of rules, the students' communicative ability was not at all enhanced while learning the language (Brown, 2007; Richards & Rodgers, 2001). In most cases the words that were learned in one teaching unit did not reappear in the text that followed, so students quickly forgot them and studied them again with great effort only when they had to know them for evaluation (Vilke, 2019). There is little initiation of communication from the students, and little interaction between the students. Most of the communication is led by the teacher and is directed from the

teacher to the students. If students make mistakes, the teacher supplies them with the correct answer because saying the correct answer is considered very important. The language that is used in class is mostly the learners' native language and the meaning of the target language is made clear to the learners by translating it into their native language (Larsen-Freeman, 2000).

3.2. Direct method

The direct method was founded on natural language learning principles – a language can be learned without translation to the native language, but rather by demonstrating meaning through action. In the classroom, a language should be used actively and spontaneously, the teacher should replace the textbook, attention should be focused on pronunciation and known words should be used to teach new vocabulary using mime, demonstration and pictures. This method emphasizes teaching of everyday vocabulary and sentences, teaching concrete vocabulary through demonstration, objects and pictures, and teaching abstract vocabulary through association of ideas, with the emphasis on correct pronunciation (Richards & Rodgers, 2001). According to Larsen-Freeman (2000), it is desirable for learners to make a direct association between the target language and meaning. Vocabulary is emphasized over grammar, and pronunciation receives attention from the beginning of the learning process. Language is mostly spoken, not written (Larsen-Freeman, 2000). Vocabulary and meaning of individual words are taught monolingually and are transferred to a foreign language with the help of translators of meaning – pictures, which play a very important role in that process (Marović & Mirosavljević, 2014). "Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists" (Larsen-Freeman, 2000, p. 27). In this method students learn words that denote objects that they are talking about and the actions they perform. These words are not connected to their translation equivalents, but to realia and actions that are performed (Vilke, 2019). Some of the typical forms of exercises for this method are questions and answers, pronunciation practice, gap-filling, dialogues, learning rhymes, dictations and retelling what has been learned. The main goal of this method is communication, students thinking in the target language (Larsen-Freeman, 2000) and developing a sense for language as similar as possible to learning the first language (Marović & Mirosavljević, 2014). Communication goes both ways – from the teacher to the students and from the students to the teacher. Students also communicate with one another. It is important that they self-correct whenever it is possible with the help of the teacher who uses various techniques, for example, repeating what the student had said using a questioning voice to signal something is wrong (Larsen-Freeman, 2000).

3.3. Audio-lingual and audio-visual methods

Unlike the grammar-translation method, where students learned about the language, the emphasis of the audio-lingual and audio-visual methods was on the spoken language, like in the direct method (Brooks, 1960; Lado, 1964, as cited in Lightbown & Spada, 2013). According to Larsen-Freeman (2000), teachers who use the audio-lingual method think that the learners need to overlearn the target language so they can use it automatically without stopping to think. Activities that were used emphasized mimicry of pronunciation of native speakers of the language, memorization of structural patterns and learning dialogues and sentence patterns by heart, with the illusion that the meaning of the words will be revealed to students themselves (Lightbown & Spada, 2013; Vilke, 2019). The teacher directs and controls the language behaviour of the students – she or he is responsible for providing the students with a good model for imitation. Most of the communication is initiated by the teacher and the teacher makes sure to avoid student errors by being aware of where the students will have difficulty and making restrictions of what they are taught to say (Larsen-Freeman, 2000). There is little use of translation in the methods. In order for the characteristics of the methods, imitation and rote memorization to be effective, learners need to use the sentences and phrases they are practising in meaningful interaction (Lightbown & Spada, 2013). Language is presented visually through pictures, films, and dialogues, and grammar and vocabulary are further derived from these structures (Marović & Mirosavljević, 2014). Vocabulary is kept to a minimum, and new vocabulary and structural patterns are presented through dialogues which are learned through imitation and repetition, and later drills, such as chain, substitution, repetition, which are conducted based on the patterns presented in the dialogues (Larsen-Freeman, 2000). Practising is organized with the whole class and is very managable with very little demands for the teacher (Brewster, Ellis & Girard, 2002). Oral skills receive the most attention (Larsen-Freeman, 2000). Nowadays these methods can be considered too restricting because too much emphasis is placed on memorization and imitation, but not enough on meaning, encouraging students to think for themselves and to produce language independently (Brewster, Ellis & Girard, 2002). On the other hand, in spite of the restrictions, there are positive aspects of these methods. For example, Vrhovac (2013) reviews Guberina's and Rivenc's SGAV (structural – global – audio – visual) method, pointing out the following: language is taught as a source of communication and oral communication, including speech and pronunciation, is pointed out as very important.

Everyday situations are also supported because they give students an active communicative context.

3.4. Communicative language teaching

Everything that is done in communicative language teaching is done with a communicative intent (Larsen-Freeman, 2000). It is based on a theory which emphasizes the social nature of language learning and interaction – learners are engaged in drawing, acting out, listening, talking, reading or writing based on meaningful and contextualized tasks which require the repetition of simple phrases and structures which are essential to language learning. All the activities used in this method have the aim to develop learners' communicative competence while taking care of children's needs. The method itself was criticized because of focusing too much on communication and fluency rather than grammatical accuracy (Brewster, Ellis & Girard, 2002). All four skills are developed from the beginning and language functions are emphasized over forms (Larsen-Freeman, 2000). Learners are engaged in real-life communication during which they learn new words from different conversations that they may have with each other or with the teacher (Leka, 2012). They use the language a lot through communicative activities such as games, role play, problem-solving tasks (Larsen-Freeman, 2000). Errors are seen as a natural outcome of the development of the communication skill and it is considered that students are successful communicators even though they have limited linguistic knowledge (Larsen-Freeman, 2000). The aim of communicative language teaching is to enable the best possible communication skills, which include knowledge and creative abilities of the target language (Marović & Mirosavljević, 2014). Students interact with one another in various configurations: groups, pairs, triads, etc. (Larsen-Freeman, 2000). According to Larsen-Freeman (2000), to be able to communicate in the target language students need knowledge of the linguistic forms, meanings and functions. They need to know that many different forms can serve a variety of functions, and that one form can serve a variety of functions. They should be able to choose the most appropriate form, among many forms, according to the social context. The teacher gives students opportunities to express their individuality by sharing their ideas and opinions on a regular basis.

Larsen-Freeman (2000) explains that all the existing methods are shaped by a teacher's understanding, beliefs and style. Additionally, the way of implementation of a certain method depends on the teacher, students, their and the teacher's experience of appropriate social roles, the institutional constraints and demands, etc. Even though the concept of the language teaching

methods has been criticized, the author explains that the study of the methods can be useful for providing a variety of useful functions when used appropriately in education. The need for such methods is found in the importance of learning vocabulary which is, according to Richards & Rodgers (2001), a crucial part of language ability and which forms the foundation for successful development of listening, speaking, reading and writing skills. Through appropriate usage and combination of different aspects of various methods, vocabulary learning can be a great experience for young learners.

3.5. Total Physical Response

Total Physical Response (TPR) developed by James Asher, is a method very popular with young learners because, while developing language skills and teaching the language, it includes physical (motor) activity and movement, action songs, rhymes and stories (Brewster, Ellis & Girard, 2002; Richards & Rodgers, 2001). In this approach children listen to commands and according to them, perform various actions (e.g. *go to the window*). Later, they perform more complex actions (Vilke, 2019). The main purpose of TPR is to develop the ability of understanding the new language and the communicative competence (Erk, 2019, as cited in Cameron, 2001 and Larsen-Freeman, 1986). Erk (2019, as cited in Asher, 2000) claims that harmonization of speech and movement of the body leads to faster learning of the new language and effective teaching atmosphere in which there is no pressure of learning.

Erk (2019) explains that activities begin with the teacher presenting instructions which students will learn in the lesson. In one lesson, students will be able to adopt from twelve to thirty-six different commands. According to Erk (2019), these are the five steps which are usually followed when acquiring and practising new vocabulary:

1) The teacher pronounces and performs the action and students watch the teacher.

2) The teacher pronounces and performs the action and students perform the action with the teacher.

3) The teacher is late with performing the action and students perform the action.

4) The teacher intentionally performs the wrong action and students correct the teacher and perform the correct action (this step is not mandatory).

5) The teacher stops performing the action and students perform the action.

Erk (2019) continues to explain that when the teacher estimates that students can perform the actions on their own, he or she stops performing the actions and only pronounces

them. The number of repetitions of each step depends on the students and the success of their performance. The performance of the students depends on the size of the classroom and the number of students – actions are performed by the whole class or only by a couple of students with the teacher while the rest of the class observes. When the teacher estimates that students are performing the actions successfully and with comprehension, they are given new commands – novel commands, for example, instead of the previous actions *turn around; jump twice* the teacher commands students to *turn around twice* or *jump around,* or gives them chain commands, for example, *sit down, touch your chair, say 'hi'*. Students do not have problems understanding commands because they are accompanied with movement which translates the meaning of the words. They quickly and easily understand commands they did not previously hear or perform when they are made up of words which they have heard in previous commands. Not only can children perform the actions, according to Brewster, Ellis & Girard (2002), they can draw a picture while listening to the description, act out a nursery rhyme, make a shape or a simple model while listening to a description. The activities should be implemented into contexts which are familiar to the learners and should be logically built and continued on previous learning materials (Žiborski Kovačić, 2019).

4. ACQUIRING VOCABULARY OF A SECOND LANGUAGE

Richards and Rodgers (2001) identify vocabulary as a crucial element of language proficiency that forms a large part of the foundation for how effectively students speak, listen, read, and write. Some of the factors which help to make new vocabulary more easily acquired by students is the frequency with which words are seen, heard and understood. Several studies suggest that learners must have meaningful encounters with a new word they are learning, so the new word could be firmly established in their memory (Nation, 2001, as cited in Lightbown & Spada, 2013). Encounters are also important so that the learner can automatically understand the meaning of a word when it occurs in a new and unfamiliar context (Lightbown & Spada, 2013). According to Brewster, Ellis & Girard (2002), there are five main stages which young learners will go through when learning new words:
1) Stage one is understanding and learning the meaning of words. The teacher presents the new vocabulary in a context familiar to the learners, providing visual support which helps to convey meaning and helps learners remember the new vocabulary using various grouping, verbal and demonstration techniques.

2) The second stage is attending to form. It includes listening and repeating, listening for specific phonological information, observing the written form of the word (spelling, shape, first and last letters), copying, organizing and noticing grammatical information.

3) The third stage consists of vocabulary practising, memorizing and checking activities. Young learners are involved in activities which require them to do things with the words in order to make strong memory connections.

4) The fourth stage consist of consolidating, recycling, extending, organizing, recording and personalizing vocabulary. Even though children seem to learn new words quickly, they need to practise regularly, consolidate and recycle the words in different contexts in order for the words to enter their long term memory.

5) The last, fifth stage, is developing strategies for vocabulary learning. In order to understand and memorize words more effectively, to discover word patterns and to know how to make guesses about the meaning of partially understood or unknown words, learners need to develop strategies for vocabulary learning which will help them become more independent and more actively involved in their vocabulary learning. Some of the strategies include the following: becoming aware of a variety of clues to help learners guess and predict the meaning of words, researching and looking for words on objects around them, asking people around them for clarification of meaning, playing word games, singing songs and rhymes, sorting words, trying to use new words, labelling pictures and objects, repeating words, etc.

Brewster, Ellis & Girard (2002) claim that children are good at guessing or inferring meaning from context in their first language and often transfer these strategies spontaneously to the second language. Teachers should know what knowledge contributes to contextual inferencing so they can support children's learning, help them to be aware of the clues and use them. Some of the knowledge and clues that contribute to contextual inference are prior knowledge of the language, links and similarities to L1, textual clues, e.g. punctuation, use of capitals, illustrations, mime, gestures, sound effects, word and sentence stress, etc. (Brewster, Ellis & Girard, 2002).

4.1 Knowledge of words

Developing vocabulary skills does not only include learning words. Students need to learn about those words, chunks of words and phrases, find words inside them and learn more about them. It is very important to deepen word knowledge, recycle the words and use them in new contexts so that students could learn the words' meanings (Cameron, 2001).

Cameron (2001) defines learning words as a cyclical process of meeting new words and initial learning. That process is followed by encountering those words again and again, and by meeting them each time, extending knowledge of what they mean and how they are used in the foreign language. Knowing a word is a matter of degree – children might have receptive knowledge of a word, but might not have enough productive knowledge to produce the word automatically (Cameron, 2001). Nation (2001) explains that to know a word you need to know its form, meaning and use. Cameron (2001) goes into more detail and explains that knowlegde of words involves many different types of knowledge:

1) Receptive knowledge, which Cameron (2001) defines as the ability to understand words in their spoken and written form.

2) Memory, which is the ability "to recall it when needed" Cameron (2001, p.77).

3) Conceptual knowledge, which involves "using the word with the correct meaning" Cameron (2001, p.77).

4) Phonological knowledge, which Cameron (2001, p.77) defines as "hearing the word and pronouncing it acceptably, on its own, in phrases and in sentences".

5) Grammatical knowledge, which is defined by Cameron (2001, p.77) as "knowing grammatical connections with other words" and using words accurately according to grammar rules.

6) Collocational knowledge, which involves knowing "which other words can be used with it" Cameron (2001, p.77).

7) Ortographic knowledge, which is defined as spelling the word correctly Cameron (2001, p.77).

8) Pragmatic knowledge, which is the ability to use the words in the correct situation (Cameron, 2001).

9) Connotational knowledge, which is defined by Cameron (2001, p.77) as "knowing positive and negative associations of the word".

10) Metalinguistic knowledge, which involves knowing the words' grammatical properties (Cameron, 2001).

4.2 Learners' vocabulary learning strategies

Pavičić Takač (2019) defines learning strategies as certain actions, behaviors, steps and techniques that are deliberately used by learners in order to achieve a goal within a certain task. She continues to explain that vocabulary learning strategies are strategies that are implemented with the aim of more efficient and faster discovery of meaning, identification and memorization of lexical units in the target language. People start learning a foreign language by learning basic words and regardless of the language proficiency level that a person is at, it can never be claimed that the vocabulary of the target language is fully adopted. This means that vocabulary learning is a lifelong process which requires active involvement of the learners. According to Pavičić Takač (2019), strategies which learners use in acquiring vocabulary are the following:

1) Strategies of discovering the meaning of lexical units, for example, using dictionaries, guessing meaning from context, asking for help.

2) Memory making strategies, such as making associations between words and pictures, connecting similar words, multiple writing out of words.

3) Strategies of determining different aspects of lexical items that a student has already encountered, for example, repeating out loud, writing the words, making flashcards.

4) Strategies of recalling lexical items from memory, such as using words in a sentence.

While acquiring a language, students choose and connect strategies they believe meet their needs in a particular language task. To successfully teach the learning strategies, the teacher has to have enough knowledge about the learning strategies and needs to be aware that learners should be exposed to different types of language tasks to practise the application of appropriate strategies. Pavičić Takač (2019) claims that the teacher has to be motivated and have a positive attitude towards teaching, while being aware that teaching the learning strategies is not easy and that effectiveness is not guaranteed.

4.3. Remembering vocabulary

Frost (n.d.) presents some ideas that teachers can use to help students remember the target vocabulary more efficiently:

1) Recycling vocabulary

Recycling can be done at the start or the end of a lesson with a quick activity. Frost (n.d.) gives an example of an activity of recycling vocabulary in which the class is divided into groups and the teacher gives each group a set of blank cards. In the end of the lesson, or a certain period of

time, the teacher brainstorms all the words that the students learned on the blackboard and asks each group to write the words on their cards. The teacher brings the cards back every week and enables the students to test each other in groups by putting the words into categories, justifying their choices, building a story by sharing the cards and adding sentences using words on the cards. "By encouraging the students to retrieve the words in subsequent lessons and repeatedly re-exposing them to what has been presented, we are able to counteract the effects of forgetting" (Frost, n.d.).

2) Learner training

It is essential that class time is spent highlighting the importance of learning strategies. The teacher should raise the students' awareness of the difficulties they will have remembering and needs to draw their attention on trying to use the new words either in class, for homework or in some other way, looking out for the words and expressions they are trying to learn when they read or listen to English, keeping the words they learned in a small notebook with an example sentence. Students should revise the vocabulary by themselves at regular intervals, e.g. looking at the words again the next day, then two days after that, then four days and then a week later etc. (Frost, n.d.).

3) Noting and sorting vocabulary

Students need help with organizing their notes and the teacher can show students alternative ways of organizing a vocabulary notebook (using word trees or bubble networks) and can point out the benefits of adding things like definitions, example sentences, prepositions to the words (Frost, n.d.).

In order for students to remember the new vocabulary more efficiently the teachers responsibility is to use different strategies and provide them with appropriate and innovative techniques and activities which make learning and remembering easier and efficient for students.

4.4 Learning vocabulary in lower primary

When teaching vocabulary in a foreign language, teachers need to bear in mind that children are still learning and developing their first language vocabulary and are in the process of acquiring and organizing concepts, which makes learning foreign vocabulary more complex. In the early stages of learning, more attention will be paid to aspects of pronunciation, meaning and the use of words, rather than on spelling and grammatical description (Brewster, Ellis & Girard, 2002). According to Vilke (2019), children are individuals developing intellectually,

physically, motorically and emotionally and their perception of the world differs from the adult perception. That is especially expressed in learning and acquiring words which classify concepts, since one of the roles of words is not only naming objects, but also classifying concepts. Gruss (2016) adds that children always start with words used for labelling, so that the concept, for example, of a cat has the name *cat*, but not every animal is a cat. Children need to learn how far to extend the concept of a cat which implies categorising skills. Children need to realise that common words like *cat* can be replaced by superordinate terms like animals.

Vilke (2019) continues to explain that, while learning words and their concepts, the language community is enabled to unify ways of accepting certain occurrences and things, to recognize abstract values, express feelings, ideas about the visible and invisible world, about what exists and does not exist anymore and about what is possible and can be imagined. Before learning a second language some concepts are already familiar to learners from their first language and they find new ways to express these concepts in the second language by either acquiring new concepts or expanding or narrowing down the ones which are already acquired. Vilke (2019) explains that in the concrete operations stage, from age seven to eleven, children are discovering the before mentioned new concepts in the objective world and are trying to understand the function of the concepts which they already adopted, if they are related to something concrete. Children cannot understand symbolic systems like grammar, but just as they derive generalizations related to the relationships inside the language in their mother tongue, based on what they can see and hear, they can do it in the foreign language as well. They can derive rules about the functioning of the language if there is enough time and opportunity, but the grammar they use will be very simplified and different from the grammatical rules adults use. When learning and acquiring vocabulary there are many restrictions which should be respected. It is known that children first acquire lexical words – nouns, verbs and adjectives, after which they acquire grammatical words which they use in their own way, very frugally, just enough to denote relations in a language (Vilke, 2019). Young learners will acquire the second language beginning from single words and continuing to entire sentences (Gruss, 2016). Children will remember an already familiar concept from the mother tongue more easily because they only have to add a new name to an already familiar concept. Also, children will remember words they developed an emotional connection with more easily, especially if the concept which a certain word presents is dear to them. When it comes to a new concept, children have to understand the concept and remember the name (Vilke, 2019). Children who are helped to see the relationship between words and who notice word structures which are common will develop larger vocabularies than those children without such help

(Cameron, 2001). With teachers bearing in mind that children are still developing their first language vocabulary (Brewster, Ellis & Girard, 2002), they also have to pay attention to positive and negative interference of the mother tongue, according to Vilke (2019). Where it is possible, it is necessary to emphasize the similarities of linguistic concepts in the first and second language, because people can learn foreign languages with the help of the positive interference from their first language (Vilke, 2019). When talking about linguistic interference in learning vocabulary, Vilke (2019) claims that it can appear on both semantic (conceptual) and pronunciation (phonological) level, meaning that when children learn words which have phonemes that do not exist in their mother tongue, they have to be warned about the differences between the phonemes because they will otherwise use the most similar phoneme from their mother tongue. If children were more exposed to the language and had more time to acquire it, they would be able to figure out the characteristics of the phonetic system on their own because of their capability of imitation of foreign language sounds. Since children's learning of a foreign language in schools is limited and regulated, teachers need to emphasize the differences that appear in the languages. Children will not have problems with understanding the explanations and instructions as long as they are approached in an appropriate way and if the language in which the differences are explained is adapted to their understanding (Vilke, 2019). The vocabulary that children should be exposed to is vocabulary which enables them to talk about items and situations which are close to them, such as games, fun, school, family, animals, etc. While being exposed to those vocabulary items, it is important for children that the vocabulary is put into familiar and interesting context, that they use as much of their senses as they can when acquiring it, that they hear the words, see pictures and feel them and then recycle them in many different situations and contexts (Vilke, 2019).

5. ACTIVITIES AND TECHNIQUES IN TEACHING VOCABULARY

Activities can be defined as actions which students do in the classroom which involve interaction and enrich the process of teaching and learning (Classroom activities, 2020). In this thesis, techniques will be defined as approaches and methods that teachers use to teach the students.

5.1. Techniques

5.1.1. Verbal techniques

Brewster, Ellis & Girard (2002) list some verbal techniques for introducing new vocabulary and conveying meaning. The techniques include using language to convey information.

1) The first technique is explaining, in which the teacher gives an analytical definition, e.g. *A present is something you give to someone on a special occasion like a birthday*.

2) The second is defining the context, e.g. *The winner of the swimming competition gets a medal*. The third is eliciting vocabulary items from pupils once the context is established, e.g. *What does the winner of a swimming competition or a marathon get?* The teacher may need to use the mother tongue to elicit the words from the students, and students may say the word in the first language – but it is not considered as something bad, it rather shows the students are thinking in an appropriate semantic area.

3) The next technique is describing, which allows learners to associate words with a concept they already understand in their mother tongue. Learners will often learn two words instead of one, e.g. *It's made of metal and looks like a coin (a medal)*.

4) Translating is a technique used if none of the above-mentioned techniques work and it saves a lot of time, but Frost (n.d.) adds that teachers have to remember, even though it is fast and efficient, that not every word has a direct translation to the first language.

5) Another technique is thinking of a clear context when a word is used and describing it to the students or giving them example sentences to clarify the meaning further, according to Frost (n.d.).

6) Brewster, Ellis & Girard (2002) also mention listening and pointing, saying, answering and chanting as useful vocabulary teaching techniques.

All of the verbal techniques mentioned above can be used in the classroom for introducing the learners to new words, but with the teachers bearing in mind that it is not enough to do just that. They should be incorporated in some more complex activities so the process of acquiring the words is not monotonous.

5.1.2. Demonstration techniques

According to Brewster, Ellis & Girard (2002), there are many techniques that include demonstration of the new words to introduce new vocabulary and convey meaning.

1) The first example of a demonstration technique is using realia. Budden (n.d.) defines realia in EFL terms as any real objects we use in the classroom to bring the class to life. Brewster, Ellis & Girard (2002) claim that showing the object helps learners memorize the word through visualization. One example of realia are mobiles. Using mobiles combines a craft activity with learning new vocabulary which makes it a very tactile and visually rewarding experience for the learners. They are especially good for helping learners group words in lexical sets, which are groups of related words – they have the same function, topic, or form (Brewster, Ellis & Girard, 2002).

2) The second example is using flashcards to demonstrate new vocabulary. Teachers can also use drawings on the blackboard or on flashcards (Brewster, Ellis & Girard, 2002). When using flashcards, Ćavar Portolan (2019) explains that they should be used to present objects, actions and occurrences, instead of abstract terms which are hard to present in the visual form. The simplest way to introduce children to learning new vocabulary with flashcards, according to Ćavar Portolan (2019), is for the teacher to tell the learners they will be using and playing with the flashcards containing animals, food or some other vocabulary items, and then showing the flashcards to the learners and naming them. When introducing new vocabulary, the goal is for the learners to connect the shape to the meaning of the word – first they connect the word to its visual representation, and they learn to name the item. It is useful to organize different activities in which the learners see and hear new vocabulary items many times. With that being said, it is important to follow the steps of introducing new vocabulary: showing a picture, introducing the word, listening and pointing to the correct picture, repeating, recognizing the written form, connecting the picture to the written form, copying the written form of the word. The teacher should also make sure that the use of the words is always in context and that students get enough opportunities to repeat and recycle the words. Based on the skills acquiring sequence, teachers can add the written form of the words to the flashcards when they want the learners to acquire it.

Nowadays, both teachers and learners have sets of flashcards available to help teaching and learning. The flashcards are provided by the publishing house of the textbooks and workbooks they are using. Sometimes, there is a need to make additional flashcards, and when making them, teachers should bear in mind that learners need to understand what the flashcard shows,

and sometimes the teacher needs to check the recognition of the objects in the mother tongue before presenting the words in the second language (Ćavar Portolan, 2019).

3) The third way of demonstrating new vocabulary are picture books. Nowadays, there is a big need to use new ways of teaching and therefore teachers turn to contemporary methods and different materials to use in the classroom – some of those materials are picture books. Picture books offer endless possibilities and can help teachers in every subject, not only in the foreign language lessons (Stanišić, 2019). Not only do picture books have a role in developing aesthetic and cultural aspects of a language, but they also have a role in more successful adoption of language and language skills. Children are happy to read them, they find them fun and interesting because they encourage them to take part in the class actively and creatively (Narančić Kovač, 2019). Narančić Kovač (2019) mentions that the text of the picture book must be consistent with the knowledge of the learners, the content must be close to the learners according to the theme and has to deal with problems learners understand.

4) The fourth example that Brewster, Ellis & Girard (2002) give of demonstration techniques are pointing, touching, tasting, feeling and smelling. Letting the learners use their body and senses is an important factor when learning new words: using gestures, mime and expressions for acquiring verbs, for example: running, swimming, jumping, walking etc. (Brewster, Ellis & Girard, 2002). This holistic approach makes learning more memorable and according to Gavrilović Smolić (2019) movement helps with the dynamics of the lesson and makes the content more understandable to students.

5.1.3. Personalized vocabulary systems

In order for children to store new words into their long-term memory, they need to practise regularly, consolidate and recycle words in different contexts (Brewster, Ellis & Girard, 2002). Brewster, Ellis & Girard (2002) propose some techniques which allow learners to build up their own personalized vocabulary systems.

1) Firstly, one of the types of a personalized vocabulary system are vocabulary books which the students create on their own. The students and the teacher can discuss ways of organizing vocabulary books, for example, alphabetically, by topic or situation, by grammatical groups, colour sets or story features.

2) The second type of the personalized vocabulary system is making collages which can be used to decorate the classroom. They would collect pictures around a particular theme and stick them on a large sheet of paper.

3) The third type is making word networks, webs or trees. For example, learners begin with the starting point of a topic, e.g. transport, and then write down the words they associate with that word.

4) They can also use word boxes, banks, envelopes and bags in which the learners can store their own sets of vocabulary cards. With this technique, learners can add words into their collection on an on-going basis and in that way monitor their vocabulary learning. The teacher should discuss what information the learners will include on their cards – a word, a picture, a translation, word class, a short sentence giving an example of how the word is used, information about the pronunciation of the words, when and where they have learned the word, etc.

5) The authors also recommend for the students to have a ring folder in which they can add new pages if it is necessary. In a ring folder they will always be able to see their collections of words and how they grow during a certain period of time, as well as modify and cross-reference as they discover new connections between words.

Personalized vocabulary systems are a great way to follow one's own learning – to look at the progress the learners made, for learners to remind themselves of something they may have forgotten, to always be able to look back at the already acquired content. Personalized vocabulary systems give learners a constant access to the content they learn. The systems that students make cooperatively in the classroom and put up on the walls or present to others also make it possible for students to constantly be surrounded with vocabulary items. They are always exposed to the words and reminded of them.

5.1.4. Movement

According to Gavrilović Smolić (2019) there are many benefits of using movement in the classroom. Some of the reasons, as Gavrilović Smolić (2019, p.433) states, are that "children enjoy movement" and "movement is in harmony with the child's natural physical and psychological development". The same author (2019, p.433) also states that "movement makes the learning process more enjoyable, simple, understandable, interesting, impressive and fun and makes the content easier to remember". Gavrilović Smolić (2019, p.434) explains that movement "encourages students' curiosity, interest and motivation, imagination and creativity development" and "contributes to a better oxygen supply to the brain which raises the child's level of energy and makes the children's participation in various activities better", just as it "enables demonstrating understanding without language production". It "helps with the dynamics of the lesson by enabling the change of the classroom routine with a fast change of

activities, which adapts the teaching to the short-term attention span of children" (ibid.). Gavrilović Smolić (2019, p.434) concludes that "with movement, the instructions are more understandable to students and the revision of language is more interesting". Brewster, Ellis & Girard (2002) add that the younger the learners are, the more physical activity and usage of all their senses they need. Gavrilović Smolić (2019, p.434) agrees and adds that "movement contributes to the holistic learning experience because children listen, move, observe, imitate, speak, repeat, play, dance, act, see, touch, all at the same time". That means that "the children are engaged and involved in the learning process with their whole body and mind" (ibid.). If children can visualize or move through an image first, they will be able to speak and write about it more easily. Connecting vocabulary to movement may help students to make stronger connections with words and therefore remember and acquire them more easily.

5.1.5. Online tools

"Computer assisted language learning (CALL) refers to any process in which the learner uses a computer to improve foreign language competence. The technology includes not only computers but also smart phones, tablets, MP3 players, and consoles" (European Comission, 2014, p.19). CALL includes authentic foreign language material (video clips, flash-animations, pod-casts, etc.), online environments where learners can communicate with foreign language speakers, social media, or voice/video conferencing, language-learning tools (online apps or software), such as tools for practising phonetics and pronunciation, vocabulary, grammar analysis, which may include a text-to-speech function or speech recognition, and game-based learning (European Comission, 2014). Using technology in the classroom brings many advantages to teaching, but it also brings new requirements for the teacher. Areas of application of computers and technology in language teaching and learning are subject to numerous changes which technology is constantly developing (Seljan, 2019). Technology motivates students to be more engaged in the process of learning and to have a more positive attitude towards learning. Online audio and visual multimedia resources promote interest and motivation in learning foreign languages. For example, video clips that combine text, image, and music are a teaching material that can stimulate students' emotional and cognitive areas in the process of learning (Berkec, 2012, as cited in European Commission, 2014). With children being more and more dependent on modern technology each day, using online tools may affect their vocabulary acquisition positively by making it more interesting for them to learn new words with different kinds of online materials.

5.2. Activities

Based on the techniques presented in chapter 5.1., teachers can use a variety of different activities for vocabulary learning in their classrooms.

5.2.1. Activities using authentic materials

There are many activities through which teachers can present new vocabulary to their learners. Some of the authors who give examples of activities using authentic material are Jo Budden, Camille Turner, Mihajla Ćavar Portolan and Ana Stanišić.

Budden (n.d.) gives an example of a game *Concentration* which can be played with realia and flashcards. At the beginning of the game *Concentration*, students and the teacher sit in a circle and do the hand actions of lap (both hands to lap), clap, left click and right click. When they master the hand actions, the teacher adds these words in time to the rhythm: *'Concentration, concentration, concentration now beginning, are you ready? If so, let's go*!'. On the first finger click, the teacher says her or his own name, and on the second click the teacher says the name of a student in the circle. By saying the students' name on the second finger click, the teacher passed the turn to the student. Then the next student says their own name on the first click and the name of another student on the second, and so on. When they have got the idea, the teacher can use different lexical sets. For example, instead of using students' names, the teacher can put an object, e.g. an item of clothing or a classroom object, fruits, vegetables, in front of each student and they need to say the name of the object instead of their own names to pass the turn around the circle. The teacher can also use flashcards and place a flashcard or an object by each student's feet and they use these as they do the finger clicks and pass the turn.

Turner (2020) gives examples of two activities. The first one is *What is it?*. The teacher fills a bag with realia and students put their hand in the bag, choose an object, feel it and try to guess what it is. Another option is for students to describe the object to their classmates as they guess. The second activity Turner (2020) mentions is a scavenger hunt. A scavenger hunt can be organized both inside and outside the classroom to review a number of topics, such as nature or classroom objects. The teacher can ask younger learners to find an item of a certain colour or shape. A scavenger hunt gets students moving and teaches them to differentiate between words (Turner, 2020).

Young learners need visual stimulation to make learning and remembering new vocabulary easier because they are able to directly connect the word to its appearance, so the teacher should ensure using realia in activities as much as possible.

Ćavar Portolan (2019) mentions the following demonstration activities for acquiring new vocabulary:

1) In the first activity learners stand up or touch their noses, after the first showing of the flashcards, every time they hear and see the flashcard which represents a new word. In this way, words can be repeated a couple of times, without tiring the learners. Not only do the learners learn new words, but they also practise their listening skills because they have to listen carefully when the teacher says a certain word.

2) In the second activity learners need to identify the given word. The teacher can arrange the flashcards on the floor or on the blackboard and ask the students to name the flashcards. This activity can include movement and it does not require naming the new words from the learners. Even though only one learner performs the task individually, everyone participates by looking at and listening to the new words.

3) A similar activity to the previous one is naming flashcards – the teacher shows one of the flashcards to the students and asks them to name it. One way to make it more interesting for the students is to organize a competition in which the learners play in teams and the team who names the most flashcards wins. Teachers should bear in mind that learners are just practising the vocabulary and it is necessary to help them and make sure that, in the end, both teams win for the children to stay motivated for the activity.

Naming flashcards can be expanded with accompanying acting in the role of children's dear characters. This is a very interesting, fun and useful activity since it includes multiple repetitions of new words. The teacher can ask the students to name the flashcard, such as a princess, a lion, a snowman, a robot or a character from a famous movie. Children are encouraged to use their imagination when naming the new words by moving according to the characteristics that they think the characters have.

Ćavar Portolan (2019) also mentions some activities good for practising new vocabulary, and they are the following:

1) An organized competition in which the learners compete in naming the most flashcards. When organizing a competition, teachers should set clear and precise rules of the competition and determining the winner. For example, a team wins a point only when all the team members correctly name the flashcard; if someone disrupts the game while it is the other team's turn, their team loses a point. Students enjoy when they get a chance to beat the teacher in a game,

so sometimes the competition can be organized between the teacher and the students, and the teacher only wins the points which students did not manage to win.

2) In another activity, after naming the flashcards, the teacher asks the students to sort the words into the group they belong to according to their characteristics, e.g. room furniture and kitchen furniture.

Flashcards are a great tool to use in listening exercises – while listening, students order the flashcards in the order in which they hear them in the recording of a song or a story they are listening to. After the students have acquired certain vocabulary, flashcards can be used as props in acting situations, for example, going shopping, where children can buy toys, food, pets, etc. Stanišić (2019) also gives examples of activities using authentic materials.

1) The first activity is working on a picture book and its vocabulary and structures. Before reading the picture book, students get a warm-up activity in which the teacher introduces them to the story. The teacher gives them simple tasks, such as colouring, filling in the gaps or guessing, which raises the students' interest in discovering something new and establishes a positive atmosphere in the classroom. While reading the picture book, the teacher gives students a task to listen for specific information – a certain word, which can be adapted according to the theme of the picture book, and then to write some other words that students can think of which start with the same letter as the word they had to listen to. After reading, students solve text comprehension tasks in which they revise adjectives, colours, nouns – any vocabulary items that the teacher finds useful in that period of time and that relate to the theme of the picture book. The task Stanišić (2019) gives as an example in this part of the lesson is for the students to chronologically arrange the events that happen, and imagine, draw and describe a new imaginary character they would add to the story. Vocabulary can be practised by describing characters – adjectives can be used to describe their appearance (size, colour), numbers can be used to say how old they are, verbs to describe what they do and nouns to say what they actually are. In the next activity students work in groups and their task is to describe what is happening in the picture they got from the teacher, which shows one scene from the story, using new vocabulary they learned, and act out the scene.

To practise vocabulary even more, Stanišić (2019) suggests three more activities:

1) In the first activity students get a handout with an illustration of the characters from the story and their task is to listen carefully to the teacher's instructions and add or colour a part of the body or an object that is missing, for example, *Elephant has got a yellow hat; Piggie is pink*.

2) In the second activity students complete the sentences with the words that are missing.

3) Since the two characters in the story are best friends, in the third activity students describe their best friend – they have some adjectives already offered and they can cross out the ones they would not use to describe their best friend and add new ones they would use.

Stanišić (2019) concludes with the notion that using picture books in the classroom needs to be well organized, that the teacher needs to be familiar with the welfare of picture books for the students and that creativity and imagination are important in order for the lesson to be successful.

Picture books give learners an opportunity to implicitly learn new words – they listen to stories in which words appear in different contexts and they acquire them spontaneously, without noticing the learning process.

5.2.2. Memorizing and checking activities

Memorizing and checking activities require from the learners to engage in various ways with words in order to make strong memory connections by learning words in groups (Brewster, Ellis & Girard, 2002). According to Brewster, Ellis & Girard (2002), these activities include the following:

1) Classifying / sorting activities in which learners sort words into categories, e.g. farm animals, hot and cold things, etc. Classifying and sorting activities also include wordsearches, where learners search for English spelling patterns and can reinforce categorization if the words are all of one category.

2) Another type of activity is a picture dictation in which pupils draw what the teacher says, e.g. *Draw a circle; He's wearing blue jeans, a red jumper and black boots.*

3) In the activity *What's missing?* students look at the pictures carefully and the teacher tells them to close their eyes and removes an item from the board. The students then must open their eyes and tell the teacher what is missing from the board. This game can be played in teams.

4) A similar game to *What's missing?* is *Kim's game* which is played in the same way, but with objects which are displayed on a tray or a table.

The teacher can jumble up pictures on the board and students sequence the pictures according to the teachers' instructions, for example, *put the chocolate cake first.*

Learners can also label the pictures in the correct order to practise different nouns.

Making strong memory connections is very important when learning new words because students are required to re-use those words and they need to be able to recognize them when

they appear in various groups. Also, students will be required to recall these words during their whole learning process and in everyday communication.

5.2.3. Movement-based activities

The activities presented below show different ways of using movement in the classroom. Gavrilović Smolić (2019) gives an example of an activity which can be used for new material development or revision of adjectives – movement following a recitation:

Now we are very, very big (everyone stands up and makes a big circle with their arms)

Now we are very, very small (everyone crouches and makes a sphere with their bodies)

Now we are very, very short (everyone kneels down and straightens their back)

Now we are very, very tall (everyone stands up, straightens their bodies and stretches their arms up)

The teacher can prepare commands that will strengthen vocabulary learning using hand movement to manipulate any set of pictures or flashcards: *Point to / Touch / Pick up (an apple / a pear / an orange / a strawberry)*. The teacher can make the activity more physically demanding if he or she transfers it to a competitive game in which the speed of running and the ability to understand commands are combined: the pictures or flashcards can be on the whiteboard and members of two groups run, one by one, to the whiteboard to touch or pick up the picture with the word the teacher uses in the command. The group that collects more flashcards is the winner. This activity can be done as a lead-in for introducing new vocabulary, or as a practice activity for reviewing vocabulary (Savić, 2014).

Savić (2014) suggests an activity in which children are required to act out the verbs appearing in a certain story. The author suggests the story Susan Laughs by Jeanne Willis. Fourteen action verbs appear in the story in two categories: sports and hobbies - dance, paint, ride, row, sing, swim, trot, and activities done in the park - fly, hide, spin, splash, swing, throw, wave. Children can mime the verbs while listening to the story or when responding to teacher's commands.

5.2.4. Games

Games are an indispensable part of children's lives. Gruss (2016), as cited in Siek-Piskozub (1995), claims that games are rule-based and serve a didactic function. She adds they are not implemented by teachers just for the sake of playing a game itself, but rather for specific functions which can be achieved by playing them. The element of entertainment in games is

only a background context so that learners can develop their second language vocabulary (Gruss, 2016). Mardešić (2019) defines games as one of the most important children's activities which develop many abilities, attitudes and skills and are an important factor in the development and maturation of a child. They are a medium with the help of which a child assimilates reality and develops in a cognitive, motor-sensory, psycho-motor and socio-affective sense. In the past, games were considered an additional motivational activity at the beginning or at the end of a lesson, but today, games have a much bigger role, especially in lower primary. Gruss (2016) as cited in Toth (1995), explains that games are activities with rules, a goal and an element of fun. Toth (1995) divides games into two kinds:

> "Competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language" (Gruss, 2016, as cited in Toth, 1995, pg.5).

Mardešić (2019) lists some benefits of using games in a classroom: games are suitable activities for equal engagement of all students regardless of their differences, especially introverted students and students with a lack of confidence. By participating and learning through games, students are expected to gain confidence and develop social skills. For example, weaker students will get a chance to succeed, and better students will learn to help others. Games can also serve as the beginning of the development of collaborative learning skills – pair work, group work (Mardešić, 2019). Games and ludic techniques are activities carefully chosen by the teacher according to the aims and outcomes of the lesson and with these activities, language is presented, practised, consolidated and creatively used. The main goal is for the student to actively discover new content of the target language (Mardešić, 2019, as cited in Rutka, 2004) and to take contexts in which the language is learned in a motivational, meaningful and authentic way (Mardešić, 2019, as cited in Balboni, 2000). Depending on different types of games, students can practice perception skills, noticing similarities and differences, distinguishing important from unimportant, connecting and logically concluding and memorizing (Mardešić, 2019).

Mardešić (2019) describes the main guidelines for using games in the classroom:

1) Setting the outcome of the lesson – the game that is played always has to be connected to the outcome of the lesson, it must be oriented at the development of language skills, using certain vocabulary and language structures.

2) Formulating clear and precise instructions and rules of the game before playing – it mustn't be forgotten that games have an impact on the upbringing of children so it is important to clearly

set the rules. Students need clear, precise instructions about the goal of the game, about the manner and course of development – steps in achieving the goal of the game, rules and limitations, etc. Rules should be adapted to the age and knowledge of the students, their experience and general knowledge of the world. If the rules are too demanding, the motivational effect will be lost. It is important to check if the students understood the rules by the teacher trying out the game with the whole class.

3) Adjustment of the language structures of games according to the stage of language development of students, application of the principle of adequacy with regard to students' age and the level of acquired language knowledge of the target language – students must know the language structures that will be used during the game. The content should always be connected to the rest of the lesson, bearing in mind that the previous content can be revised through games. Mardešić (2019) describes the teacher's role as the role of an organizer and moderator of the activities, and not so much of an evaluator. The teacher will manage language exchanges, check if all the students understand the instructions and rules and if the activities are going according to the plan. If the games are of a competitive type, the teacher will take the role of a judge and will award points to the teams.

For learners older than seven, Mardešić (2019) lists some games that can be used, which are appropriate for their age and will help students discover social roles and social use of language, encourage cooperation, exchange of speech forms, understanding of a statement and its proper formulation. Games with rules that the author mentions are the following: role-playing, communication games with information gaps, traditional games with rules which are already known to the majority of people, e.g. treasure hunt, games with a certain direction of movement, domino, card games, etc.

Baljak & Jurišević (2019) give examples of games for use in teaching Italian vocabulary, which can be used in teaching English in the lower primary:

a) *Bingo*

Bingo starts by the teacher determining a range of numbers starting with zero, and then the number of fields, depending on the range of numbers that was chosen. In each field, students have to write a number, but can write one number one time. After everyone fills up the table with the numbers, the teacher reads the numbers and writes them on the board so the students can check. While the teacher reads the numbers, students cross them out in the table as they hear them and the winner is the student who crosses out all of the fields first. *Bingo* can be adapted to vocabulary lessons by drawing the object that the teacher reads, which is related to

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a certain topic, e.g. colours, fruit, body parts, sport, food etc. *Bingo* is appropriate to play from the first to the eighth grade (Baljak & Jurišević, 2019).

b) *Hangman*

Another game appropriate to play from the second to the eighth grade is *Hangman*. The student chooses a word according to the given topic, e.g. parts of the body, draws a hanger and dashes indicating the number of letters in the word the student thought of. Other students guess the letters in the chosen word. If they do not guess the letter that is in the word, a part of his body is drawn on the hanger. The game lasts until students guess the word or until a whole figure is drawn on the board (Baljak & Jurišević, 2019). There exist a lot of variations which avoid hanging of the man they are drawing. For example, drawing a flower and erasing the petals for each wrong guess.

c) Crossword puzzle

The teacher assigns a keyword on a given topic (vertically), and students write words horizontally on the given topic. After playing, the teacher checks the written words and if they are written correctly. This activity requires students' independent work and good knowledge of orthographic rules of the language. Crossword puzzles are appropriate for revision of vocabulary for any stage of the lesson from the second to the eighth grade (Baljak & Jurišević, 2019).

d) *Memory*

Memory is a pair discovery game in which students connect pairs of cards according to various principles, for example: picture – term, picture – picture and naming the term, or according to the principle of a term in the Croatian language – a term in the English language. At the beginning of the game, students get cards and are given instructions for the game. The winner is the student who gathers the largest number of pairs. Students can also make their own memory cards, which they willingly do. The game is mostly used to revise vocabulary (Baljak & Jurišević, 2019).

e) *Name three…*

Students play the game *Name three…* in groups. Each group has a certain amount of time, depending on the children's knowledge and age, to name a certain number of words from a topic they are learning or revising, for example: n*ame three types of fruit / vegetables /*

clothing / months / words related to winter etc. If a group successfully names three terms in the given time, they get a point and the rival group continues to play. The winner is the team who has the most points. Another version of this game is *Relay*. Both groups have the same topic and compete in writing the most words connected to the topic on the blackboard. As soon as the teacher sets the topic of the *Relay*, the first students from both groups run to the board and write the first word, go back to their group and pass the turn. That student runs to the board and writes the second word, and the game continues until time runs out. For each correct word that belongs to the given topic students get five points. If the word is written correctly, they get five extra points, and five more points if the other group does not have the same word in their word list (Franović & Gverović, 2019). This game is appropriate for students in the third and fourth grade.

f) Finding objects in the picture

The task is to find the objects that begin with a certain letter in a picture. This game was originally intended, by the authors Franović & Gverović (2019), to be played at the beginning of the school year or at the end of the school year, before the holidays, to revise vocabulary related to summer, but it can be adapted to other topics as well.

g) Board games

Board games include all kinds of games which require moving pieces or markers around a board. Games of this kind can be very beneficial for language learning because they can involve various tasks for learners to do (Gruss, 2016), e.g. *ask everybody two questions, count to twenty, name something, recognize a certain word based on its definition, unscramble letters to make new words*, etc. With these tasks students can move a piece if they answer the question correctly and show knowledge of the vocabulary they are learning.

Games are a useful tool to get students to be focused in class, to learn and not realise they are learning because the learning process is unconscious and students learn the content spontaneously while having fun. Since many students associate learning with boredom, games are a great way to escape monotony and get students interested in the lesson. Games "are helpful in generating the context for interaction and competition so learners have the opportunity to put their skills and knowledge to the test" (Gruss, 2016, p.88).

5.2.5. Activities using online tools

1) Microsoft Office

Some of the most popular applications from the Microsoft Office are PowerPoint and Word (Hanžić Deda, 2019). PowerPoint is used to present content, and can contain text, drawings, photographs, sound, video and hyperlinks to external contents. Everything made in PowerPoint can be animated, the appearance of the presentation and transitions can be edited as desired by the author (Hanžić Deda, 2019). Štefiček (2019) suggests an activity for practising vocabulary with the help of PowerPoint presentation and an LCD projector. During the first watching of the presentation the teacher encourages the students to speak as much as possible by answering the teacher's questions related to the pictures of objects on the presentation. For the second watching of the presentation the class is silent so the students remember as many terms as possible. The teacher divides students into groups and their task is to write as many words as they can remember from the PowerPoint presentation on the blank cards they got from the teacher. The winner is the group with the most correct answers. Using these applications makes it easier and more practical for the teacher to teach because the PowerPoint application offers various animations and designs which can be used to present and practise vocabulary. Teachers can adapt the content to the class they are teaching, make changes in the activities and tasks based on the learners' knowledge and can make the vocabulary learning interactive by including students in the presentations. Some other activities which can be done on a PowerPoint presentation are *Memory, Bingo*, association games, quizzes, etc.

2) Websites

There are many websites that can be found online on which students can find various activities to do in school and at home. On these websites a variety of games and types of quizzes can be found. They cover a big range of topics learned in school and can be used when teaching vocabulary mostly to consolidate and practise the content.

a) Games to Learn English is a website with interactive games for learning and practising language content from the English language and covers a wide range of topics. Even though the games seem to be appropriate for younger learners, sometimes the teacher has to intervene and help to read the tasks and to explain the task-solving procedure (Hanžić Deda, 2019). The

website contains topics related to food, animals, telling the time, nature, colours, numbers, clothes, furniture, etc. All of the topics can be practised through various games, for example: looking at images and making sentences, matching words to the images, finding words in a word search and matching them to the images, listening to words and clicking on the correct images that match them, looking at images and spelling the words that the images show, finding matching pairs of images and words, saying vocabulary items shown in the images, etc. Each activity has a difficulty level for students to choose which level suits them best. The activities on the website can be used for practising new vocabulary and consolidating it.

b) Learn English Kids is a website which can be used for support in English language teaching (Hanžić Deda, 2019). The website covers a wide range of topics which are alphabetically sorted – everyday objects, toys, weather, animals, emotions and feelings, jobs, food, sports, shapes, nature, etc. For each activity, in the introduction, there is a matching game (matching words to images) and an option to hear the pronunciation of the words. To practise the words, there is an additional game – bursting bubbles with letters to spell the word shown in the image correctly – a question related to the topic which encourages students to think about the topic.

c) Storybird is a website which offers the possibility of writing digital books, picture books, comics, songs, etc. The materials shared on the web page can be shared publicly and therefore be available to everyone, or can only be shared with a target group of users (Hanžić Deda, 2019). This gives the learners a great opportunity to use new words in different contexts from the ones they learned them in. It gives them many possibilities to explore the meaning of the word and how it can be used in different situations.

d) Kahoot! is a tool for making and playing quizzes. It uses elements of studying through playing a game which raises a competitive spirit in students and increases their motivation. It can be played individually, in pairs or in groups. Students need a device connected to the internet, through which they will be able to access the quiz. The quiz is projected on the board through the LCD projector. Students can read the questions on the board and answer them on their device. After everyone answers the question, the solution to the question and the leaderboard appear on the screen (Mencer Salluzzo & Perić, 2019). The teacher can also comment on the questions and answers if something is not clear to the learners. Kahoot! is a good way to practise vocabulary in a fast, but an interesting way. Some examples of possible Kahoot! quiz questions for learning vocabulary are the following: students choosing the correct

word in a set of multiple-choice questions based on the given definition, deciding if a definition of a certain word is true or false, deciding if a certain word is spelled correctly, etc.

e) Quizlet is a tool to learn vocabulary with an online version of flashcards. Online flashcards can be used when learning vocabulary, but learners can also use them when revising it. There are two ways of using flashcards on Quizlet – the teacher makes flashcards and shares them with the students or each student makes their own flashcards. The flashcards can be used in the game *Match*, where students have to match the word with its meaning, as well as in the game *Gravity*, in which students need to write the word that is described on the flashcard in order to destroy an asteroid travelling towards Earth – the situation can always be adapted to what the teacher thinks will motivate students the most. Students can choose the difficulty of the game and compete with other students (Mencer Salluzzo & Perić, 2019).

f) Wordwall is a website on which teachers can make different types of quizzes for learners to play in class and at home. There is a variety of quizzes and games to learn and revise vocabulary items. In a *Gameshow* type of quiz, which is a multiple-choice quiz, students can choose the correct meaning of the given word. In *Find the match* learners have to tap the matching answer to eliminate it – similar to *Memory*. In *Missing word* learners drag and drop words into blank spaces within a text which shows their understanding of the words. In *Group sort* learners need to drag and drop each item into its correct group, for example depending on the meaning of the words or where they belong (e.g. furniture in a house – which furniture belongs in which room). In *Crossword* + learners use the clues to solve the crossword. In *Random wheel* learners spin the wheel to see which question comes up next – there can be questions about the meaning of the words, true or false questions, etc. (Wordwall, n.d.).
Wordwall gives teachers a variety of quiz and game types so they can always practice and learn vocabulary in a different way – even the same vocabulary items which can be presented through different activities.

Websites are a tool which became more popular with the introduction of online education. They were proven to be very useful even when schools returned to in-class teaching because students find them fun and interesting.

All of the above-mentioned activities can be executed on a smart board. According to Cvek (2019), a lot of research has shown that students are more motivated to work when the lesson is held using the smart board. Research shows that the smart board has no impact on

school results, but does positively impact learners' attention and concentration. Cvek (2019) continues to explain that digital textbooks and workbooks are a useful tool to use – they contain the same content as the printed editions, but with the addition of sounds, songs, rhymes, tasks etc. The advantages are that all of the students are in the same learning situation, can see the same thing and there are many possibilities of teamwork, e.g. collaborative reading of a text or correcting mistakes. The students find solving tasks on the board with a pen, circling, filling in the tasks – doing everything they usually do in their workbooks – especially interesting. By solving the tasks on the smart board, it is easier for the teacher to check the correctness of the answers because the tasks are checked with the whole class together at the same time. The smart board enables a fast internet search which gives the teacher a fast access to many different materials which help to consolidate the content the students are learning. When it comes to learning and revising vocabulary using the smartboard, Cvek (2019) explains that there is an interactive task for any learning content and recommends a website called Planet Education on which students can play Memory, do quizzes, fill in the words with missing letters, etc.

Even though the smart board is great because of its interactivity, the problem with today's schools is that they cannot all afford a smart board. Often, only some classrooms in schools, somewhere even none, have smart boards, so not all students have the same chance to study using it. However, those who get the opportunity to learn with the help of the smart board have a great and interactive learning experience.

6. ANALYSIS AND COMPARISON OF VOCABULARY ACTIVITIES IN ENGLISH AS A FOREIGN LANGUAGE TEXTBOOK SETS

6.1. Aim of the analysis

In this analysis, the activities from the English as a foreign language textbooks and workbooks will be analysed and compared based on the following: the type and number of activities in the textbooks and workbooks, the representation of skills and the possibility of achieving the outcomes prescribed by the National Curriculum. The analysis should provide answers to research questions.

6.2. Research questions

The research questions for this analysis are the following:

1) What types of vocabulary activities prevail in the textbooks and workbooks – selecting activities, naming activities, identifying activities, TPR activities, sorting (classifying) activities, game-like activities and games or ranking (sequencing) activities?

2) What language skills (listening, speaking, reading, writing) are mostly acquired through the analysed activities from the textbooks and workbooks and is the sequence (listening, speaking, reading, writing) of acquiring skills respected?

3) Do the coursebook vocabulary activities respect the outcomes which are prescribed in the National Curriculum?

4) Are there similarities or differences in the approach to vocabulary teaching between domestic and foreign publisher textbooks and workbooks?

6.3. Hypotheses

According to the research questions, the following hypotheses have been proposed:

1) The types of vocabulary activities which prevail in the textbooks for both grades are naming activities, TPR activities and identifying activities. The types of vocabulary activities which prevail in the workbooks for both grades are identifying activities, selecting activities and game-like activities and games.

2) The skills that are mostly acquired in the textbooks for the second grade are listening and speaking. The skills that are mostly acquired in the textbooks for the third grade are listening, speaking and reading. Writing skills are mostly acquired in the workbooks for both grades. The sequence of acquiring language skills is respected.

3) The textbook and workbook activities for both grades respect the outcomes which are prescribed in the National Curriculum.

4) The approach to vocabulary teaching is similar in domestic and foreign publisher textbooks and workbooks.

6.4. Research methodology

Four textbook sets were used as a sample and analysed for the purpose of this research – textbooks and workbooks for the second and third grade from two publishing houses. The first publishing house is Oxford University Press from the United Kingdom, and the textbooks and workbooks analysed were *Let's Explore! 2* class book and *Let's Explore! 3* activity book. The other publishing house was Croatian, Profil Klett, and the textbook and workbook analysed were *New Building Blocks 2* and *New Building Blocks 3*.

The method which was used to answer the research questions was counting activities in each unit in the textbooks and workbooks and classifying them based on the activity types. The activity type classification for the purpose of this research consists of seven activity types and they are the following:

1) Selecting activities which include selecting the correct answer in multiple choice questions or true or false sentences.

2) Naming activities which include naming objects from different sources.

3) Identifying activities in which students identify what they hear in the recording, what is missing or what is shown in a picture, identify the answer to a certain question,

4) TPR activities which include movement.

5) Sorting (classifying) activities in which students sort certain words into categories they belong to.

6) Game-like activities and games.

7) Ranking (sequencing) activities which include putting pictures, events in a story, sentences, etc. in a particular order.

The findings from the analysis of the textbooks and workbooks published by domestic and foreign publishing houses were then compared and presented in the charts.

6.5. Results

6.5.1. Second grade textbook sets comparison

In the second grade, the recommended topics for achieving the educational outcomes prescribed by the National Curriculum are the following: student's homeland, children's literature, numbers, family, animals, body, clothes and shoes, food and drink, special dates

(MZO, 2019). Both analysed textbooks and workbooks include the recommended topics and offer a wide range of vocabulary items which students learn.

6.5.2. New Building Blocks 2 textbook analysis

Most of the activities that appear in the New Building Blocks 2 textbook are identifying activities. They are represented in the following form: listening, hearing certain words and identifying them in the pictures, identifying *What's missing?* – students look at the text and pictures in the textbook. While looking at the textbook they listen to a recording in which vocabulary items are named. They have to listen for specific information and identify what is missing in the text and in the picture. Another form of this type of activity is getting a question before listening or reading a story and identifying who the characters are after listening or reading, also identifying what is shown in the pictures which includes words they are already familiar with, but have to recognize them.

In the selecting activities the students need to tick yes, if the answer is correct, and no, if the answer is not correct. They also get multiple choice questions in which they choose one correct answer. The selecting activities require from the students to read the sentences, which develops their reading skills. At the beginning, students get fewer sentences per task, but as they progress and their knowledge expands, the tasks contain more sentences which are more complex. At the beginning they also have pictures to help them decide which answer is correct, and later on they decide based on the recording they listen to or just by their comprehension of the read text. There are not many games for students to play in the form of activities in this textbook. The textbook contains workshops for students in which their tasks are to draw, cut out characters from the stories or vocabulary items from papers or to sing, which can be considered as game-like activities and which are included in each unit.

TPR activities appear, mostly in the form of mime and acting out the stories. They are common since every story students listen to can be acted out. Students can also sing and follow the singing with dancing.

Naming activities appear in the form of pointing and naming or chanting the word shown in the picture, answering questions *What can you see?* or *What is blue/red?,* searching for the answer in the picture and naming the object.

Sorting activities appear very little in a matching-word-with-pictures task in which students match the words with the correct picture that represents that word.

Ranking and sequencing activities do not appear in this textbook.

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The frequency of described activities is shown in *Figure 1,* based on the content from the table in *Appendix 2*.

Pie chart legend:
- Selecting
- Naming
- Identifying
- TPR
- Sorting
- Games
- Ranking
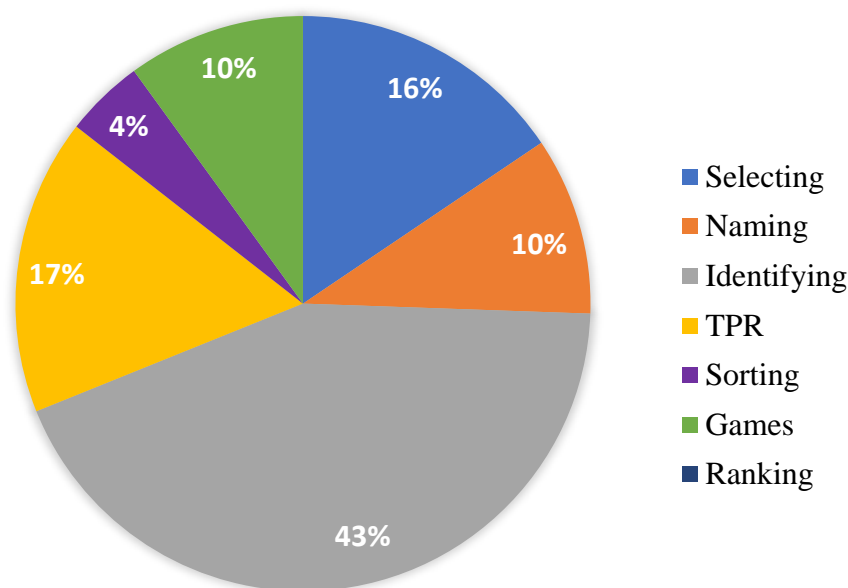
Values shown: 16%, 10%, 43%, 17%, 4%, 10%

Figure 1. Frequency of various types of activities in *New Building Blocks 2* textbook

In each unit in the textbook, the introduction of the topic begins with a listening task – mostly listen and point / circle / say / repeat etc. Everything students learn starts with listening. Listening is a receptive skill, and both listening and listening comprehension are a precondition for language learning. When teaching young learners, the focus is mostly on listening and speaking skills, which are closely linked. After listening to the recording from the text in the textbook, students actively use the language by speaking, which is a productive skill. They repeat certain words, sentences, or answer questions about the recording. When they are introduced to the text after listening and speaking about it, they read the text. The text is usually in the form of short dialogues – it is not complex and is adapted to their age, language knowledge and cognitive skills. There are not many writing exercises in the textbook, but there are some in the workbook. In this second-grade textbook, the most developed skills are listening and speaking. It is up to the teacher to choose how many opportunities students will get to speak. Regarding the tasks in the textbook, students are often asked questions and get the opportunity to speak and practise their speaking skills. However, the teacher should provide additional encouragement by asking additional questions, checking answers orally and encouraging students to answer questions using full sentences.

Reading follows listening and speaking in the textbook, but practising the writing skills is not that common.

It can be concluded that the sequence of acquiring skills is respected in the *New Building Blocks 2* textbook for the second grade and that listening and speaking skills are practised and acquired the most.

The outcomes in the National Curriculum given for second-grade learners of the English language are mostly focused on speaking – students repeat the pronunciation of words or words in a sequence according to a model, students pronounce frequent words and put words together in sentences based on visual, auditory and written stimuli, students answer comprehension questions with yes / no answers (MZO, 2019). All outcomes can be achieved through the *New Building Blocks 2* textbook activities and tasks - after hearing each recording students repeat the words after a model, after listening they repeat the new words and make sentences using new words, they answer questions which shows their comprehension of the text.

6.5.3. New Building Blocks 2 workbook analysis

The New Building Blocks 2 workbook offers more various activities than the textbook. The most frequent activities are identifying and selecting activities.

The identifying activities appear throughout the whole workbook and are the following: colouring or circling the words which contain a certain letter, in which learners identify where the letter is, finding words in a word search puzzle where they identify a certain word among many letters which are jumbled up, filling in the gaps by identifying which word belongs in the gap, unscrambling the jumbled up letters and identifying the word by unscrambling them, identifying which word is the odd one out and crossing it out, crossing out what does not belong in a picture, crossing out the mistake in a sentence, identifying which adjective goes with a certain word and matching them together, identifying words in a word snake, etc.

Selecting activities appear in the form of tasks where students have to tick *yes* or *no*, depending on the correctness of the answer, circling the correct word that is heard in the recording, selecting the correct answer in multiple choice questions, selecting the grammatically correct word between two choices which fits in the sentence, listening for specific information and selecting the correct word that learners hear in the recording. These activities also constantly appear throughout the workbook.

Sorting (classifying) activities are common in this workbook. Students need to put words into the correct group, for example classifying them by the season they belong to, which meal – breakfast, lunch or dinner – certain food belongs to, which room certain objects belong to, etc.

There are a few game-like activities: finding a way out of a maze, drawing a silly picture, connecting numbers with lines to get a picture of a certain object.

Ranking (sequencing) and naming activities appear in a couple of tasks. Ranking activities appear in the form of a task in which students listen to the recording and put the pictures in the correct order.

Naming activities appear in tasks where students need to the stick names of the objects to a picture or write the names in the picture.

TPR activities do not appear often – only in the form of acting out a story.

The frequency of described activities is shown in *Figure 2*, based on the content from the table in *Appendix 2*.
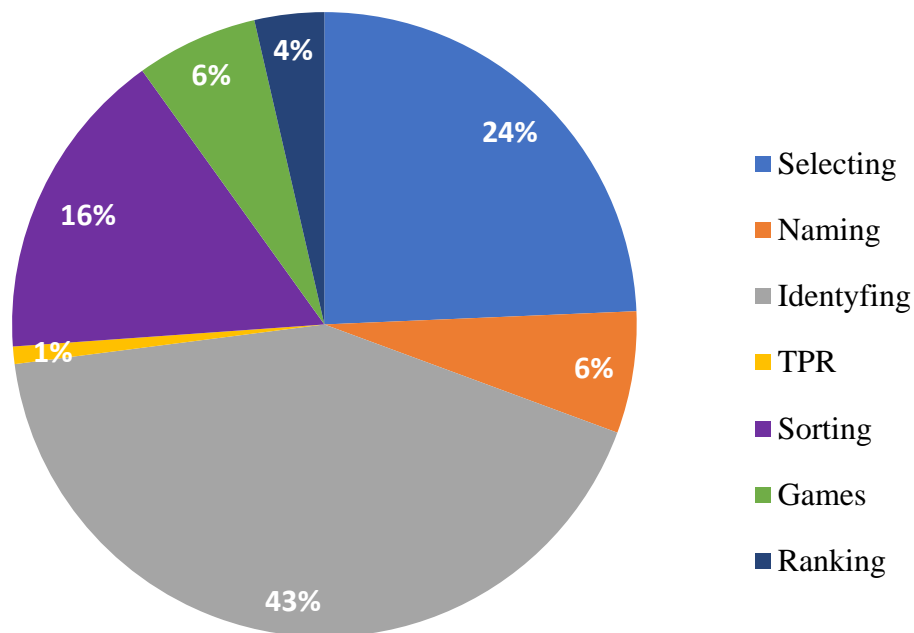
Figure 2. Frequency of various types of activities in *New Building Blocks 2* workbook

The workbook tasks and activities focus mostly on the writing skills with the simplest tasks which include writing a word shown in a picture, putting the letters in the correct order and writing the word, putting the word into the correct place, etc. Through workbook tasks students are encouraged to speak, to listen, show listening comprehension and to write. Since

workbook tasks are mostly used for practising after new material development which is organized in the textbook, the sequence of skills is respected.

Regarding the writing skills, the outcome set for the second grade is that students rewrite key words and sentences in meaningful activities (MZO, 2019), which is achieved through the activities and tasks in the *New Building Blocks 2* workbook, where students need to write words with the help of visual stimuli or they write something that is connected to them personally.

6.5.4. Let's Explore! 2 textbook analysis

There are various activities which appear in the *Let's Explore! 2* textbook. They are mostly connected to listening and have visual stimuli to help students solve the tasks since they are still young learners and the focus needs to be on developing listening and speaking skills. The most common types of activities which appear in the *Let's Explore! 2* textbook are identifying activities in which students find and identify objects in a picture. After listening to the recording, students look at pictures and identify what is missing – what was not said in the recording and is shown in the pictures. Students identify what object is shown in the picture and match pictures to the names of the objects that the pictures represent and later on write the names of the objects.

The next activities that are common are naming activities, which are closely connected to identifying activities because after identifying the words, students name them, repeat them and finally write the words. In the appendix of the textbook there are picture dictations for each unit in which students need to name what is shown in the pictures.

Game-like activities appear in the form of various tasks of cutting out characters and objects, making them from paper and then practising the vocabulary using those cut-outs. They also play *Lucky says* which is the same as *Simon says*, but the character Lucky is taken from the stories in the book.

TPR activities are common in the form of *listen and do* types of activities and sometimes acting out a story.

Ranking activities appear a few times through the textbook units and students need to listen and number pictures in the correct order they hear in the recording,

Sorting activities appear in a task where students need to sort objects depending on the group they belong to. They are not common.

There are not any selecting activities.

The frequency of described activities is shown in *Figure 3*, based on the content from the table in *Appendix 4*.

Figure 3. Frequency of various types of activities in *Let's Explore! 2* textbook

The skills this textbook mostly focuses on are listening and speaking. Listening is emphasized and speaking activities follow it with activities that include listening and saying, repeating, chanting and singing. Learners constantly get opportunities to practise the pronunciation of the words they are learning. After listening and speaking they get the opportunity to read the texts which are adapted to their age, cognitive level and language knowledge. They also get many opportunities to hear the text before reading it. After practising those three skills, students get the opportunities to write the new words in simple tasks with the help of pictures. The sequence of acquiring skills is respected in this textbook.

The outcomes prescribed by the National Curriculum can be achieved through the activities included in this textbook. In each lesson in this textbook students repeat the pronunciation of words or words in a sequence according to a model. The pronunciation and repetition are really emphasized and students pronounce frequent words and put words together in sentences based on visual, auditory and written stimuli. There are not many questions in which students would get the opportunity to answer comprehension questions with yes / no answers. Students achieve the outcome of neatly and correctly copying words and sentences by

rewriting key words and sentences in meaningful activities which appear in the textbook. The outcomes set in the National Curriculum are respected in the *Let's Explore! 2* textbook.

6.5.5. Let's Explore! 2 workbook analysis

The workbook activities are mostly connected to visual stimuli and emphasize the practice of writing skills.

There are many identifying activities and they include the following: students identify what a picture represents or identify a word by its description after which they have to write its name on a line or in a crossword puzzle, they identify what is missing in the picture or where a certain object is located in the picture, they identify which characteristics belong to a certain object and identify information from charts to answer certain questions.

Naming is common in each unit and lesson and students get a lot of opportunities to name objects by writing them, but in a meaningful context since they need to write answers for themselves. Selecting activities appear in the form of ticking the correct sentence or writing an *X* according to a sentence being correct or not.

One type of sorting activity appears and it is sorting sentences by numbers based on the picture they describe.

There are not any games in this workbook, but game-like activities appear and they include joining the dots to get a picture and drawing a way out of a maze.

Ranking (sequencing) activities include numbering the pictures from the story in the correct order.

TPR activities do not appear in this workbook.

The frequency of described activities is shown in *Figure 4,* based on the content from the table in *Appendix 4*.

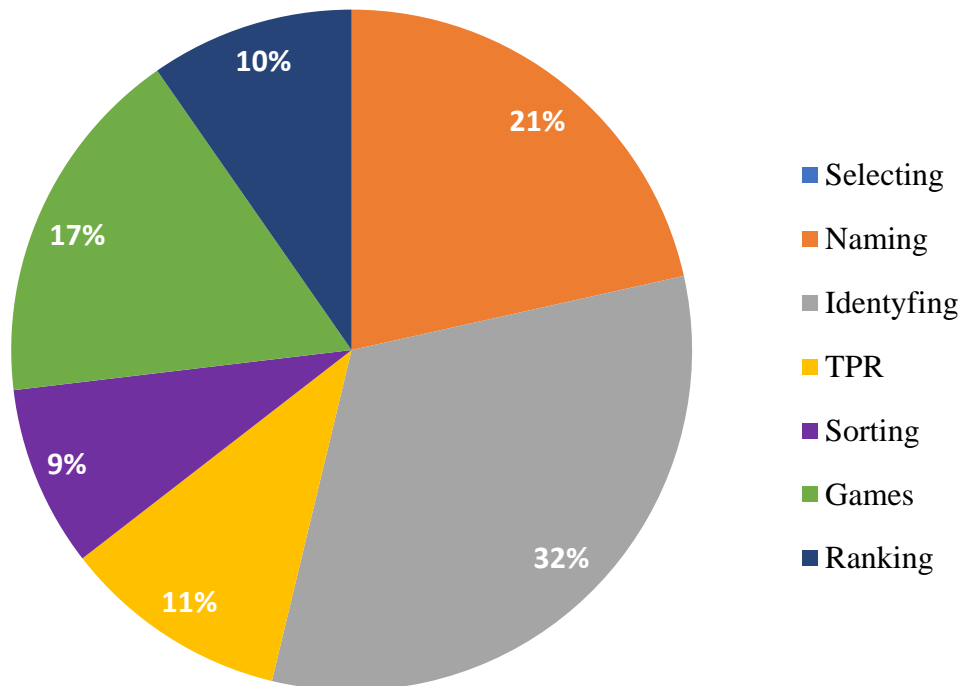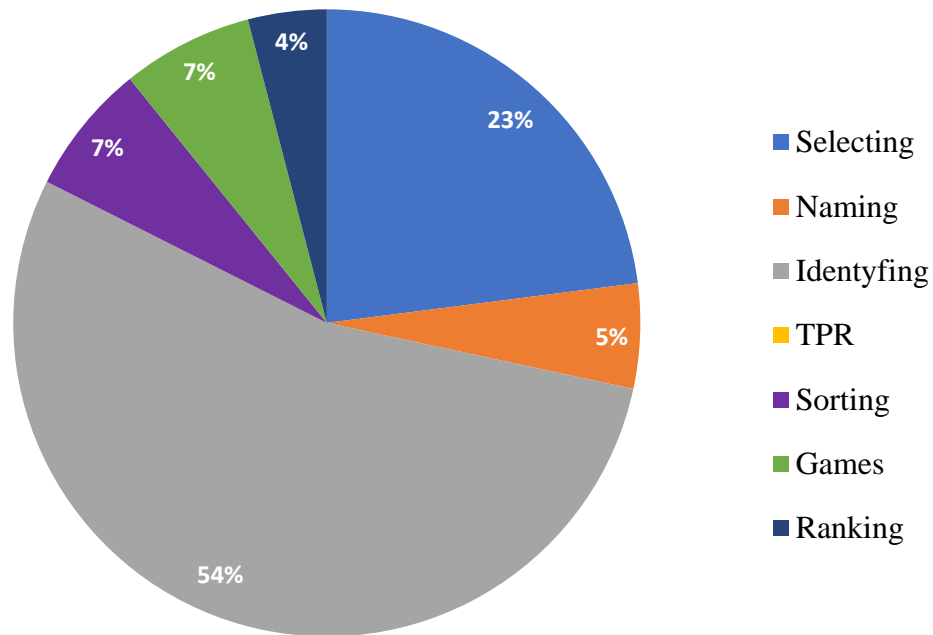*Figure 4.* Frequency of various types of activities in *Let's Explore! 2* workbook

The writing skill is mostly practised in *Let's Explore! 2* workbook with the simplest tasks of naming what a picture represents and then writing the words in the gaps. The reading skill is also practised by reading new words in their basic, simple forms. The sequence of acquiring skills is respected – students acquire the listening and speaking skills mostly in the textbook and continue in the workbook with acquiring the reading and writing skills.

The outcomes prescribed by the National Curriculum (MZO, 2019) are respected in this workbook because students associate spoken words or sound recordings of words with visual representations and objects, copy key words and sentences in meaningful activities, use basic communication patterns and pronounce frequent words (names, answers).

6.5.6. New Building Blocks 2 and Let's Explore! 2 textbook comparison

Both textbooks analysed provide a diverse learning experience for students and their vocabulary learning. Regarding the types of activities which appear in the textbooks, their frequency is different, which can be seen in the table *a)* in *Appendix 5*. In both textbooks the most common types of activities are identifying activities. The main difference is that in *New Building Blocks 2* there are many selecting activities, while they are not included at all in *Let's Explore! 2*. The second most common activities in *Let's Explore! 2* are naming activities, which are the fourth most represented in *New Building Blocks 2*. Ranking and sequencing activities

do not appear in *New Building Blocks 2,* while they do appear in *Let's Explore! 2.* TPR activities are also common in *Let's Explore! 2,* but not as much as in *New Building Blocks 2.* Games and game-like activities are more common in the *Let's Explore! 2* textbook, but the difference is not that big. Even though the activities are different, both textbooks achieve the outcomes set in the National Curriculum and in both of the textbooks the sequence of skills acquisition is followed as it should be. Both textbooks are focused on listening and speaking skills development with young learners. The *Let's Explore! 2* textbook features a wordlist with the translation of words into the Croatian language, with words divided by each unit and lesson, which can be useful to students. The *New Building Blocks 2* textbook does not include a wordlist – it only features a content page where the new vocabulary items can be found, but without translation or explanation.

The comparison of the workbook activities is shown in *Figure 5,* based on the content from the table *a)* in *Appendix 5*.

Figure 5. Comparison of the number of activities in *New Building Blocks 2* and *Let's Explore! 2* textbooks

6.5.7. New Building Blocks 2 and Let's Explore! 2 workbook comparison

There are more similarities between the workbooks than the textbooks. Regarding the types of activities which appear in the workbooks, their frequency is different, which can be seen in the table *b)* in *Appendix 5*. In both *New Building Blocks 2* and *Let's Explore! 2* all activity types appear. In both the most common are identifying and selecting activities. Games, ranking activities and naming activities are not common in either of the workbooks, but the lack of those types of activities does not affect the vocabulary acquisition since the types of activities which exist in the workbooks are well developed and students get enough practice.

Both workbooks emphasize the writing skills. The sequence of skills acquisition is respected in workbook tasks since they are mostly used for practising after new material development in the textbook. The outcomes set in the National Curriculum can be achieved in both workbooks - students rewrite key words and sentences in meaningful activities, pronounce frequent words, associate spoken forms of words with visual representations, copy key words and sentences and use basic communication patterns.

The comparison of the total number of workbook activities is shown in *Figure 6*, based on the content from the table *b)* in *Appendix 5*.
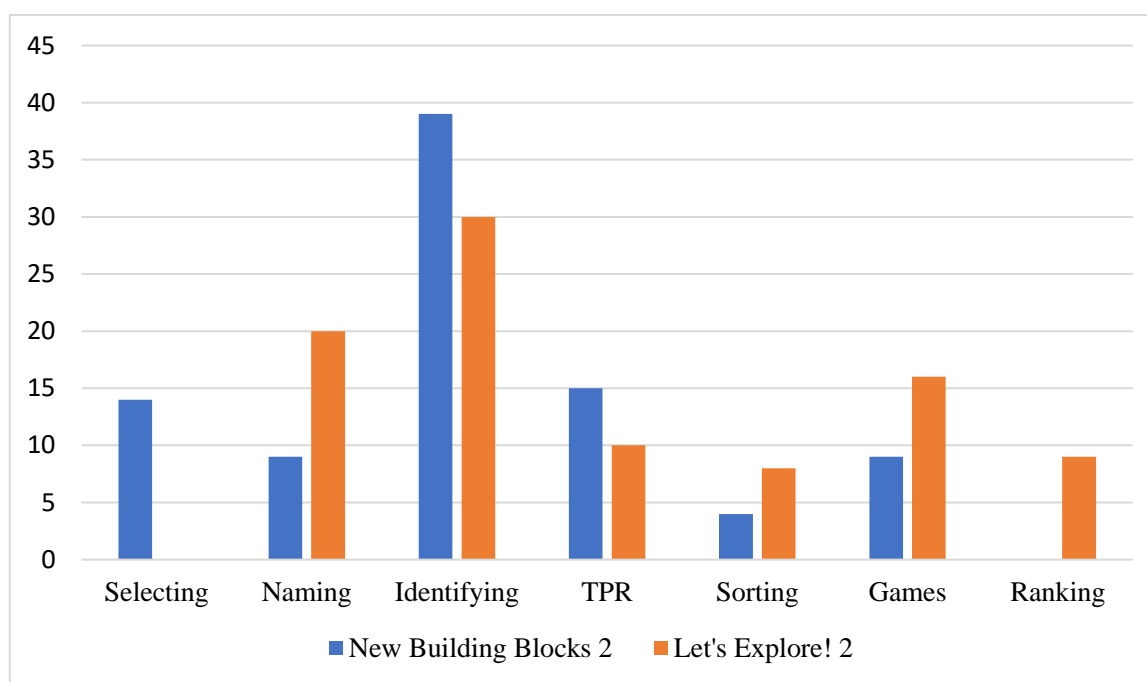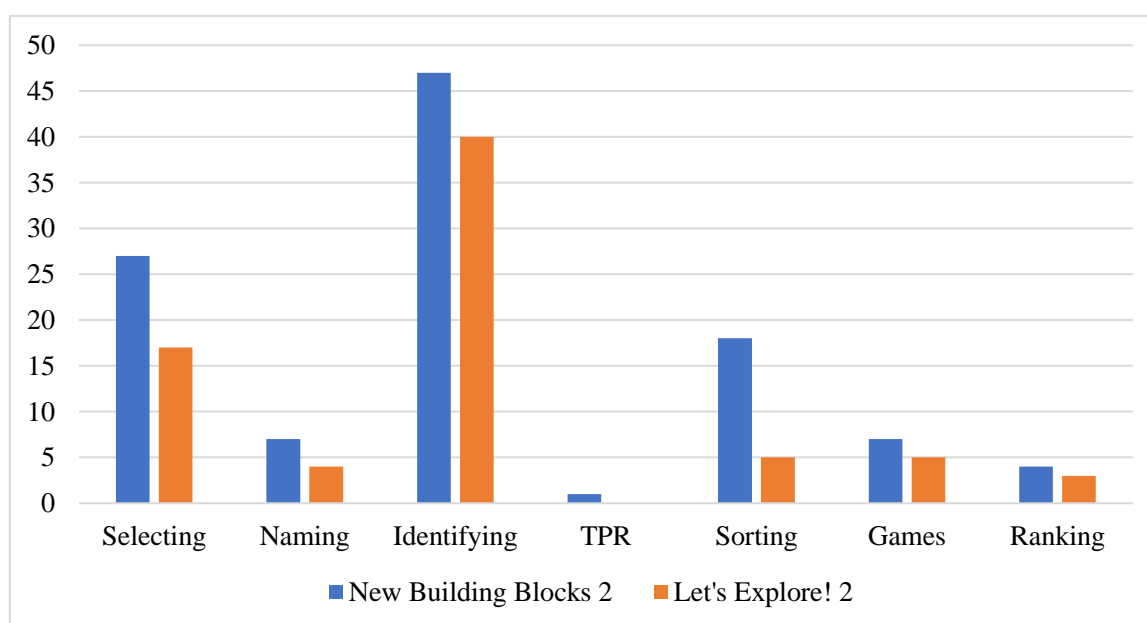

Figure 6. Comparison of the number of activities in *New Building Blocks 2* and *Let's Explore! 2* workbooks

6.5.8. Third grade textbook sets comparison

The topics for achieving the educational outcomes that are set in the National Curriculum for the third-grade English language learners are the following: student's hometown, numbers, home, housework, nature, weather, free time, other and different, helping others and special dates (MZO, 2019). The topics are built on the contents of the second grade, but they are more complex and demanding. Lexical structures which are taught in the third grade are cyclically repeated and extended.

6.5.9. New Building Blocks 3 textbook analysis

The activities included in the *New Building Blocks 3* textbook are similar to the ones for the second grade, and the variety of activity types is the same. However, the activities are more demanding in terms of comprehension since the content is more complex.

The most common activities are identifying activities in which students need to identify which sentence matches the correct picture, or they need to match the beginnings of the sentences with their endings by identifying which sentence makes sense when they match it. They listen for specific information and identify that information in order to answer questions about the text, and also identify what a picture represents in the textbook so they can describe and talk about the picture.

There is also a great number of selecting activities in which students select the correct answer among multiple choice answers, they tick *yes* or *no*, based on the correctness of the statement about the text or they are asked to select the correct word between two words.

TPR activities are included at the end of some lessons and they are mostly acting out and miming the stories.

Naming, ranking and game-like activities are equally distributed throughout the textbook.

Naming activities appear in the form of naming objects in the pictures.

Ranking activities appear in the form of reading and putting sentences in the correct order.

There are no sorting activities in this textbook.

A game-like activity appears when students listen to a song and need to clap their hands when they hear a certain word.

The frequency of described activities is shown in *Figure 7,* based on the content from the table in *Appendix 7*.

Figure 7. Frequency of various types of activities in *New Building Blocks 3* textbook

The sequence of skill acquisition is respected in the *New Building Blocks 3* textbook. First students listen to the text, after which they talk about it – answer questions and give their opinions. After speaking about the text students read it. The sentences of the texts are longer and more complex than in the second grade and the amount of text is greater. The difference in the complexity of the text cannot only be seen when comparing the second and the third grade, but also when comparing the units in the beginning of the textbooks and in the end of the textbooks. The writing skill is not practised in the textbook.

The outcomes set for the third-grade learners are the following: students will be able to connect spoken words or the sound recording of words with visual representations and objects, they will be able to connect spoken instructions or audio recording of instructions with actions, and they will be able to answer comprehension questions (yes, no), as well as open-ended questions which are related to the topic. Students will be able to read aloud – both individually and in groups. Students will be able to non-verbally and verbally demonstrate understanding of the basic message of the text by answering comprehension questions (MZO, 2019). The outcomes can be achieved through the textbook activities.

6.5.10. New Building Blocks 3 workbook analysis

The activities in *New Building Blocks 3* workbook are more complex than the workbook for the second grade. They are various and students can practise all the skills with the activities. The most common are identifying activities which include the following: matching pictures with words / sentence parts / sentences by identifying what each picture shows and which written form belongs to it, identifying which words belong in the gaps in the sentences, identifying and copying the correct sentence, identifying which word is the odd one out and crossing it out or identifying and crossing out the mistakes in the sentences and correcting them. Word search is another form of identifying activity in which students identify words among many letters.

Selecting activities appear in the form of listening and circling the correct word or the correct answer in multiple choice questions and they are also very common.

There are some game-like activities, for example math riddles, word snakes and a maze from which students need to find a way out. A game that appears in the workbook is *Bingo*.

Sorting activities appear in the form of sorting words depending on the group of words they belong to or depending on the verb they go with.

Regarding the sequencing activities students need to put the pictures in the correct order while listening to the text.

The only naming activity is to name objects in a picture.

There are no TPR activities in this textbook.

The frequency of described activities is shown in *Figure 8,* based on the content from the table in *Appendix 7*.
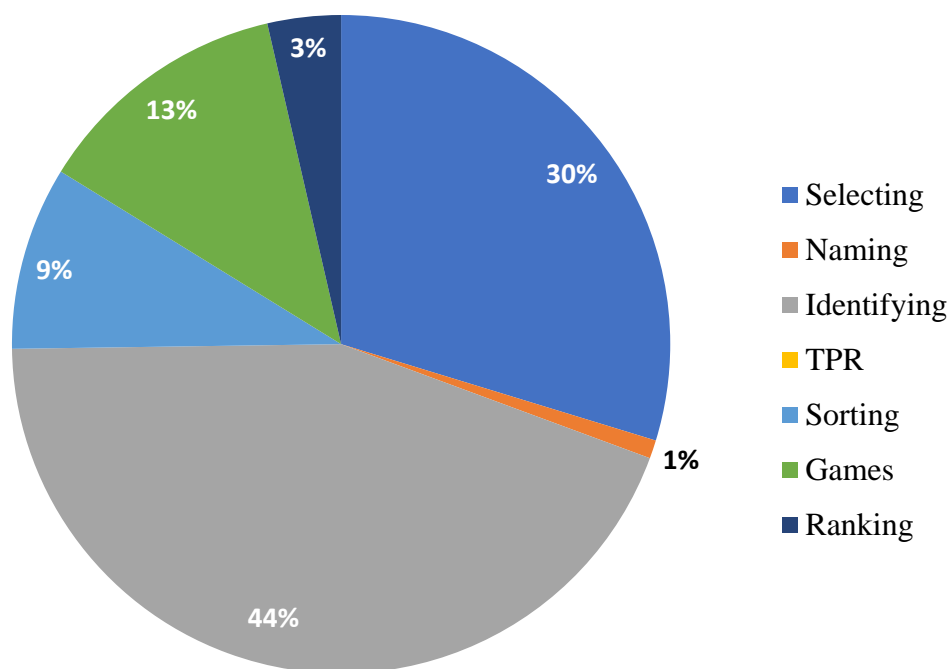
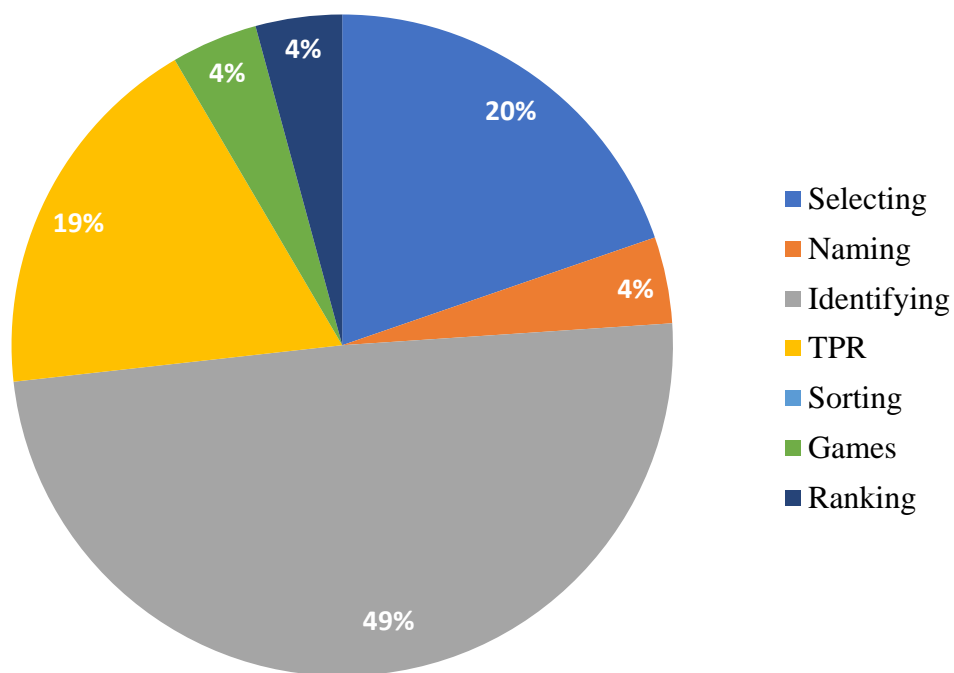*Figure 8.* Frequency of various types of activities in *New Building Blocks 3* workbook

The skills that are practised the most in this workbook are reading and writing. Although there are some listening exercises, reading and writing practice dominate the workbook tasks. Speaking skills can be practised when checking the tasks orally. The sequence of skills acquisition is respected because the textbook is focused on listening and speaking skills, and the workbook on the reading and writing skills development.

The outcomes set for the third grade cane be achieved through this workbook. They include the outcomes which are achieved through the textbook, as well as the outcome that states that students are able to write sentences based on a template and more or less structured activities – rearranging words, answering questions, picture stories, completing sentences, etc.

6.5.11. Let's Explore! 3 textbook analysis

The activities in the *Let's Explore! 3* textbook are not much more complex than in the second grade. They are based on listening exercises and there are not many different types of activities.

What appears the most are naming activities. After each listening students name new vocabulary items by saying them or chanting, and afterwards read the text.

Game-like activities appear in the form of cutting out something from paper and acting out a dialogue in pairs. One guessing game is also included.

Identifying activities appear in the form of identifying what word is explained in the definition and listening to the stories and identifying the answers to the questions asked.

Selecting activities appear in the form of choosing between A and B answers, as well as choosing *yes* or *no* based on whether the sentences which describe pictures are true or false.

TPR activities appear in the form of acting out the dialogues and miming.

Sorting activities and ranking activities do not appear in this textbook.

The frequency of described activities is shown in *Figure 9,* based on the content from the table in *Appendix 9*.

Figure 9. Frequency of various types of activities in *Let's Explore! 3* textbook

Skills are acquired in the correct sequence – first, students listen to the recordings, they repeat, sing, chant and speak, and then they read the texts. The writing skill is not practised in this textbook.

Even though all of the activity types are not represented in the textbook, the outcomes from the National Curriculum (MZO, 2019) can be achieved through this textbook – after completing the lessons, students will be able to connect spoken words or the sound recording

of words with visual representations and objects, they will be able to connect spoken instructions or audio recording of instructions with actions and to answer comprehension questions (*yes, no*). Students will be able to non-verbally and verbally demonstrate understanding of the basic message of the text by answering comprehension questions which are set for them in the textbook and will be able to read aloud – both individually and in groups.

6.5.12. Let's Explore! 3 workbook analysis

The types of activities that appear in the *Let's Explore! 3* workbook are the same activity types as in the textbook and they are the following: identifying activities, selecting, naming, sorting and ranking types of activities.

The most common type of activity that appears is the identifying type. Students listen to specific information and identify what they heard by ticking it in the workbook task, they identify what a picture represents and make sentences using those words, they identify which picture shows a certain word and match them and identify which word belongs in which gap in the gap-filling tasks.

Selecting activities appear in the form of true and false statements, answering *yes* or *no* questions, circling the correct answer in a multiple-choice question and circling the correct word.

One example of a ranking activity comes in the form of numbering the words in the order they are heard in the recording.

One type of naming activity appears and it is naming and writing the names of objects shown in the pictures.

Game-like activity appears in the form of a *Word snake* in which students need to find words. There are no TPR or sorting activities in this workbook.

The frequency of described activities is shown in *Figure 10,* based on the content from the table in *Appendix 9*.

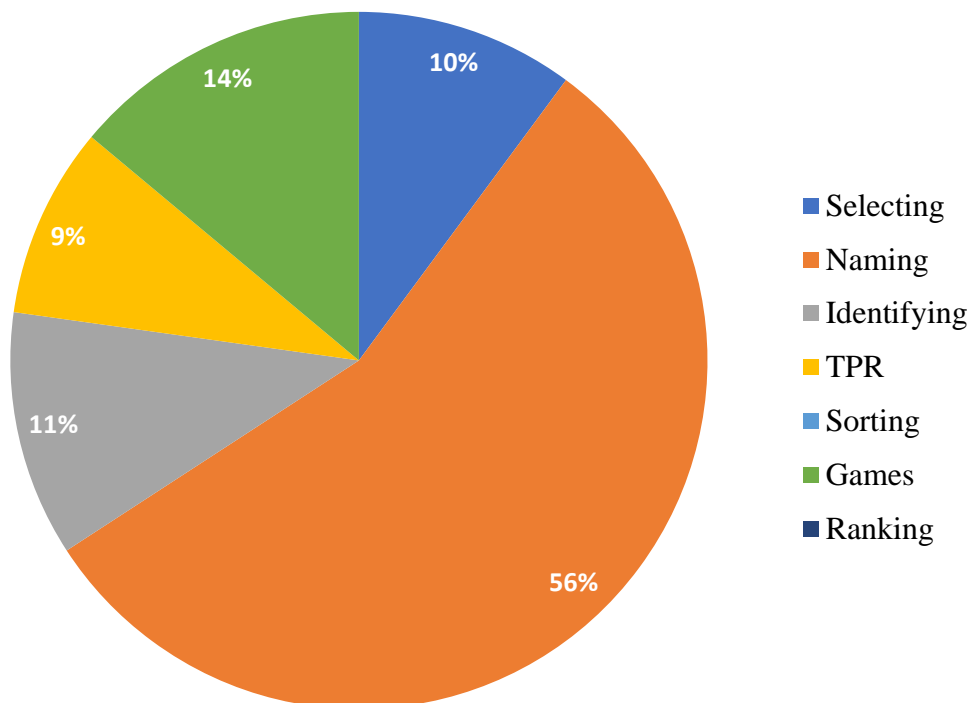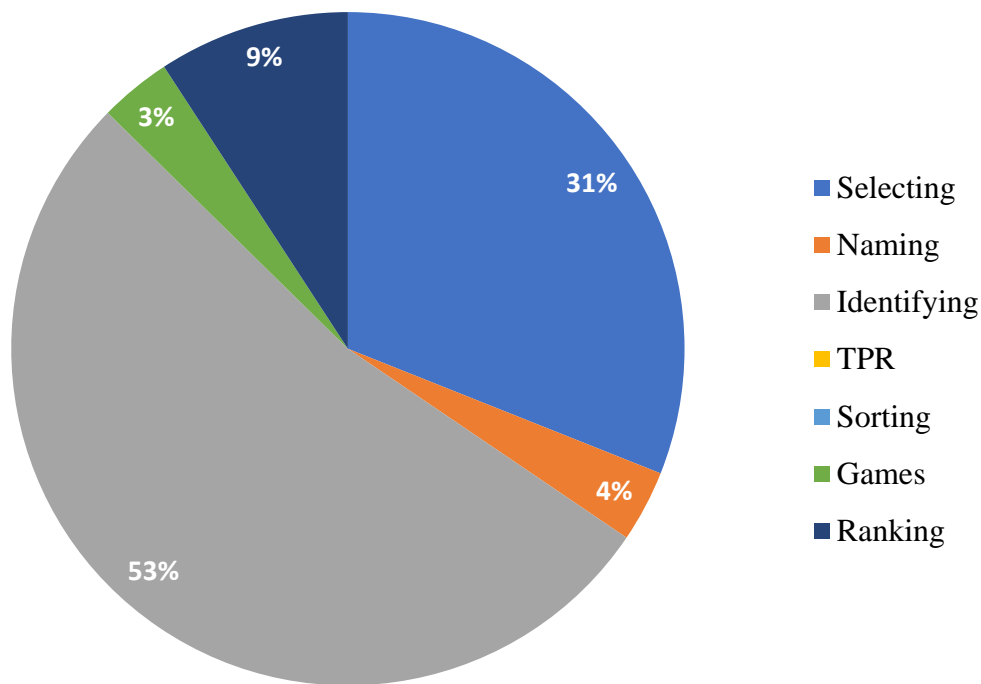*Figure 10.* Frequency of various types of activities in *Let's Explore! 3* workbook

The sequence of skills acquisition is followed through this workbook – students listen to dialogues, they speak about them, repeat the words, sentences, they read and, in the end, they write simple words and sentences adapted to their knowledge of the language.

The outcomes set in the National Curriculum can be achieved and they include the following: students will be able to write sentences based on a template and more or less structured activities, students will be able to connect spoken words or the audio recording of words with visual representations and objects, they will be able to connect spoken instructions or audio recording of instructions with actions and will be able to answer comprehension questions, as well as non-verbally and verbally demonstrate understanding of the basic message of the text by answering these questions.

6.5.13. New Building Blocks 3 and Let's Explore! 3 textbook comparison

There are many differences between these textbooks. However, through both of them, students can achieve the outcomes that are set for the third-grade language learners. The activities are appropriate for students, their age and language knowledge. They encourage

language skills development and give the students the opportunity to use the language as much as possible.

When it comes to various activity types, as shown in the table *a)* in *Appendix 10*, there is one activity type less in the *Let's Explore! 3* textbook, comparing it to the *New Building Blocks 3*. *New Building Blocks 3* offers selecting, naming, identifying, TPR, game-like and ranking activities, whereas *Let's Explore! 3* offers selecting, naming, identifying, TPR and game-like activities. The biggest difference is found in the number of naming activities, which appear much more in the *Let's Explore! 3* than in *New Building Blocks 3*.

Neither of the textbooks offer sorting activities.

Both textbooks achieve the outcomes set in the National Curriculum and in both textbooks the sequence of skills acquisition is followed. Both textbooks are still focused on listening and speaking skills development, but include development of the reading skills as well.

The comparison of the total number of textbook activities is shown in *Figure 11.,* based on the content from table *a)* in *Appendix 10*.

Figure 11. Comparison of the number of activities in *New Building Blocks 3* and *Let's Explore! 3* textbooks

6.5.14. New Building Blocks 3 and Let's Explore! 3 workbook comparison

Although the variety of activities is smaller when comparing it to the second-grade workbooks, the number of activities is sufficient to achieve the outcomes set for students to achieve in the third grade. As in the textbook, there are more activity types in the *New Building Blocks 3* workbook than in the *Let's Explore! 3* workbook. In both workbooks, selecting and identifying activities are the most common, and do not leave much space for other activities. However, even though these two types of activities prevail, they are various and therefore the same activities are not constantly repeated. There are more game-like activities in the *New Building Blocks 3* than in *Let's Explore! 3,* but there are fewer ranking activities in the *Let's Explore! 3,* opposed to the *New Building Blocks 3* workbook. In the *New Building Blocks 3* only TPR activities do not appear, unlike in *Let's Explore! 3* where there are no sorting or TPR activities.

Even though there are differences between the activity types, the outcomes prescribed can be achieved through other activities presented in the workbooks.

Sequence of skills is followed in both workbooks, following the skills development in the textbooks. All skills are practised, with the emphasis on writing.

The comparison of the total number of textbook activities is shown in *Figure 12,* based on the content from table *b)* in *Appendix 10*.
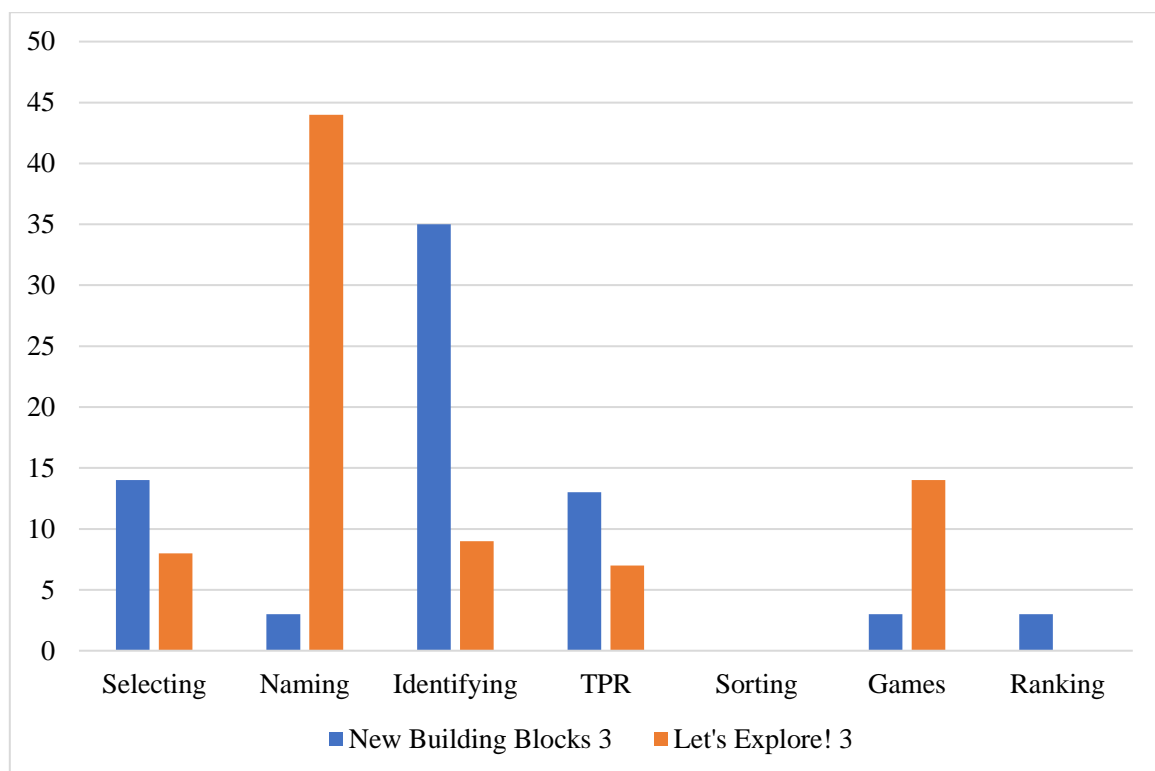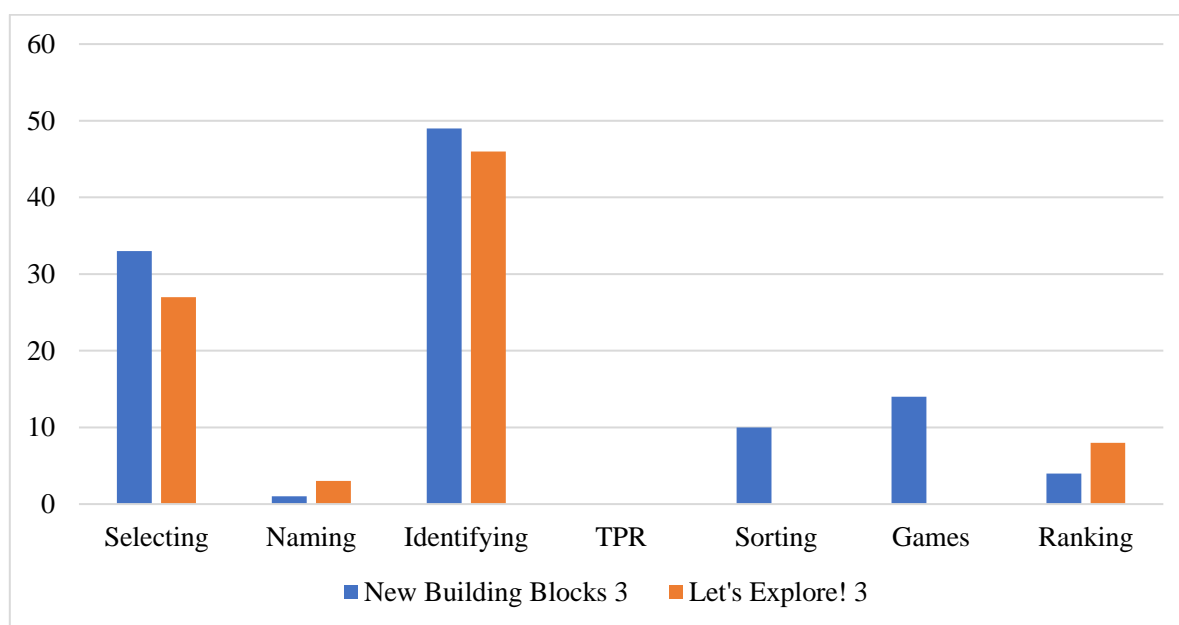

Figure 12. Comparison of the number of activities in *New Building Blocks 3* and *Let's Explore! 3* workbooks

7. DISCUSSION

Four sets of textbooks for teaching English as a foreign language in primary school, which include a textbook and a workbook, were analysed for the purpose of this research. Two sets are intended for the second grade, and two sets for the third grade. In both cases one of the textbook sets was published by Profil Klett, a Croatian publisher, and the other set by Oxford University Press, a British publisher. The four hypotheses that were set were partially confirmed by analysing the mentioned textbooks and workbooks.

1) The types of vocabulary activities which prevail in the textbooks for both grades are naming activities, TPR activities and identifying activities. The types of vocabulary activities which prevail in the workbooks for both grades are identifying activities, selecting activities, game-like activities and games.

This hypothesis is partially confirmed. Regarding the textbook activities, the most common are indeed the identifying activities. Naming activities are more common in the textbook of the foreign publisher, but are not common in the textbook of the domestic publisher. TPR activities are represented in both textbooks, but considerably less than the other two types of activities, especially identifying activities. The activities that prevail in workbooks are identifying and selecting activities, which partially confirms the hypothesis, since game-like activities and games are not that common in the workbooks.

2) The skills that are mostly acquired in the textbooks for the second grade are listening and speaking. The skills that are mostly acquired in the textbooks for the third grade are listening, speaking and reading. Writing skills are mostly acquired in the workbooks for both grades. The sequence of acquiring language skills is respected.

This hypothesis is confirmed. Since this research, and thesis, is based on young learners, according to the skills acquiring sequence, they should first start acquiring the listening skills, speaking skills and then continue with the reading skills and writing skills. Units in both textbooks start with listening skills practice and continue with students practising their speaking skills. As their cognitive skills develop, the practice of reading skills is introduced and the writing skills are mostly practised in the workbook.

3) The textbook and workbook activities for both grades respect the outcomes which are prescribed in the National Curriculum.

This hypothesis is confirmed. The outcomes set for the second and third grade can be achieved with the activities given in the textbook sets.

4) The approach to vocabulary teaching is similar in domestic and foreign publisher textbooks and workbooks.

This hypothesis is confirmed. Both the domestic and the foreign publishing houses have the same goal when publishing the textbook sets – to achieve the outcomes prescribed by the National Curriculum. They should also be focused on the developmental stage of the students and their cognitive development in order to give the students appropriate tasks and activities. Therefore, they use the same or very similar techniques and types of activities to achieve these goals.

The research shows that all textbooks provide a sufficient number of various activities through which students can achieve the outcomes prescribed by the National Curriculum. Even though the activities are enough to achieve the outcomes, their distribution is different, and therefore some types of activities are very common, and the other types are less common. The types of activities that are less represented in the textbook sets can be complemented by activities that the teacher additionally does with the students. If the teacher considers some skills are not elaborated enough through the activities in the textbook sets, there is also a possibility to do them with the students additionally, which may even be better because the activities which are found in the textbook sets are mostly the same, and this would contribute to diversity in teaching and learning. There are not many differences between the textbook sets related to the publisher. Although all activity types appear in both textbook sets, the main difference is the number of activities of a certain type.

8. CONCLUSION

There were two aims of this thesis. The first aim was to provide a description of various activities and techniques that can be used in teaching English in lower primary. The second aim was to analyse and compare the types of vocabulary activities and the development of language skills in textbooks and workbooks of foreign and domestic publishers for the second and third grade of primary school.

The activities and techniques mentioned in the thesis make learning more efficient and accessible for students, enhance adoption of vocabulary by increasing motivation and interest of the students. The activities can be modified according to the age and cognitive development of the students, as well as the vocabulary items they are learning.

The analysis of the textbook sets shows a wide variety of activity types which enable the learners to acquire the target vocabulary. The amount of the vocabulary teaching techniques and corresponding activities is sufficient regarding the learners' age and their cognitive abilities. It is not surprising that in the second grade the identifying activities are the most common, although more naming activities may be expected in the textbook published by the domestic publishing house. Since the learners are young, the small quantity of the sorting and classifying activities is not surprising, since they are more complicated then selecting, identifying and naming activities. To bring more diversity into the teaching process and compensate for the fewer number of sorting and classifying activities, teachers can use additional activities which are not included in the textbook sets. The quantity of game-like activities and games is sufficient, but TPR and movement-based activities could have been included more and better, since they are mostly represented as acting and miming. The main difference between the publishing houses textbook sets is the distribution of activities, but the approach to teaching and learning vocabulary is the same.

While acquiring the vocabulary, the sequence of acquiring skills (listening, speaking, reading and writing) is appropriate and the outcomes from the Curriculum for the subject the English language can be achieved through the activities in the mentioned textbooks and workbooks.

Through appropriate usage and combination of techniques and activities, vocabulary learning can be a great experience for young learners. If the teachers consider the textbook sets to be insufficient in certain areas, they can select from and use numerous additional activities and ideas available for their students' benefit. Whether the teachers exploit a wide variety of activities presented in the textbooks and use various activities to provide their students with

adequate opportunities to learn, or they are more inclined to provide additional materials, could be a matter of further research.

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Appendices

Appendix 1: Number of activities according to activity types in *New Building Blocks 2* textbook and workbook

Unit	Activity type	TEXTBOOK	WORBOOK
		Number of activities	**Number of activities**
Back to school	Selecting	4	3
	Naming	2	2
	Identifying	5	7
	TPR	0	0
	Sorting	0	3
	Games	1	0
	Ranking	0	1
More about Elliot	Selecting	1	4
	Naming	3	2
	Identifying	6	6
	TPR	2	1
	Sorting	2	3
	Games	3	3
	Ranking	0	0
The book club	Selecting	3	7
	Naming	0	1
	Identifying	5	8
	TPR	3	0
	Sorting	1	3
	Games	1	0
	Ranking	0	1
Clothes, weather and seasons	Selecting	1	5
	Naming	2	2
	Identifying	8	7
	TPR	1	0
	Sorting	1	3
	Games	1	1
	Ranking	0	0
Pets	Selecting	2	5
	Naming	1	0
	Identifying	8	10
	TPR	5	0
	Sorting	0	2
	Games	2	3
	Ranking	0	0

The weekend			
	Selecting	3	3
	Naming	1	0
	Identifying	7	9
	TPR	4	0
	Sorting	0	4
	Games	1	0
	Ranking	0	2

Appendix 2: The total sum and percentage of the activity types in the *New Building Blocks 2* textbook and workbook

a) TEXTBOOK

Activity type	Total sum	%
Selecting	14	16
Naming	9	10
Identifying	39	43
TPR	15	17
Sorting	4	4
Games	9	10
Ranking	0	0

b) WORKBOOK

Activity type	Total sum	%
Selecting	27	24
Naming	7	6
Identifying	47	43
TPR	1	1
Sorting	18	16
Games	7	6
Ranking	4	4

Appendix 3: Number of activities according to activity types in *Let's Explore 2* textbook and workbook

Unit	Activity type	TEXTBOOK	WORBOOK
		Number of activities	Number of activities
The body	Selecting	0	5
	Naming	4	0
	Identifying	11	8
	TPR	2	0
	Sorting	1	0
	Games	6	1
	Ranking	3	0
My favourite	Selecting	0	4
	Naming	3	3
	Identifying	7	9
	TPR	2	0
	Sorting	2	0
	Games	2	1
	Ranking	0	0
At home	Selecting	0	2
	Naming	3	0
	Identifying	5	5
	TPR	2	0
	Sorting	2	2
	Games	3	1
	Ranking	2	1
Clothes	Selecting	0	3
	Naming	6	1
	Identifying	3	12
	TPR	2	0
	Sorting	2	2
	Games	3	1
	Ranking	1	0
The beach	Selecting	0	3
	Naming	4	0
	Identifying	4	6
	TPR	2	0
	Sorting	1	1
	Games	2	1
	Ranking	3	2

Appendix 4: The total sum and percentage of the activity types in the *Let's Explore 2* textbook and workbook

a) TEXTBOOK

Activity type	Total sum	%
Selecting	0	0
Naming	20	21
Identifying	30	32
TPR	10	11
Sorting	8	9
Games	16	17
Ranking	9	10

b) WORKBOOK

Activity type	Total sum	%
Selecting	17	23
Naming	4	5
Identifying	40	54
TPR	0	0
Sorting	5	7
Games	5	7
Ranking	3	4

Appendix 5: Comparison of the total sum of textbook and workbook activity types in *New Building Blocks 2* and *Let's Explore 2*

a) TEXTBOOK

Activity type	NEW BULDING BLOCKS 2		LET'S EXPLORE 2	
	Number of activities	Percentage	Number of activities	Percentage
Selecting	14	16	0	0
Naming	9	10	20	21
Identifying	39	43	30	32
TPR	15	17	10	11
Sorting	4	4	8	9
Games	9	10	16	17
Ranking	0	0	9	10

b) WORKBOOK

Activity type	NEW BULDING BLOCKS 2		LET'S EXPLORE 2	
	Number of activities	Percentage	Number of activities	Percentage
Selecting	27	24	17	23
Naming	7	6	4	5
Identifying	47	43	40	54
TPR	1	1	0	0
Sorting	18	16	5	7
Games	7	6	5	7
Ranking	4	4	3	4

Appendix 6: Number of activities according to activity types in *New Building Blocks 3* textbook and workbook

Unit	Activity type	TEXTBOOK	WORBOOK
		Number of activities	Number of activities
Summer adventures	Selecting	2	4
	Naming	0	0
	Identifying	6	6
	TPR	4	0
	Sorting	0	3
	Games	0	0
	Ranking	1	0
A new school year	Selecting	3	3
	Naming	1	0
	Identifying	5	7
	TPR	3	0
	Sorting	0	0
	Games	0	5
	Ranking	0	1
The week, days,	Selecting	1	7
	Naming	0	0
	Identifying	8	13

Category	Activity		
	TPR	2	0
	Sorting	0	2
	Games	0	1
	Ranking	0	2
The calendar	Selecting	2	5
	Naming	1	1
	Identifying	3	8
	TPR	1	0
	Sorting	0	1
	Games	1	3
	Ranking	1	1
Home sweet home	Selecting	3	6
	Naming	1	0
	Identifying	8	7
	TPR	1	0
	Sorting	0	3
	Games	0	3
	Ranking	1	0
The animal world	Selecting	3	8
	Naming	0	0
	Identifying	5	8
	TPR	2	0
	Sorting	0	1
	Games	2	2
	Ranking	0	0

Appendix 7: The total sum and percentage of the activity types in the *New Building Blocks 3* textbook and workbook

a) TEXTBOOK

Activity type	Total sum	%
Selecting	14	20
Naming	3	4
Identifying	35	49
TPR	13	19
Sorting	0	0
Games	3	4
Ranking	3	4

b) WORKBOOK

Activity type	Total sum	%
Selecting	33	30
Naming	1	1
Identifying	49	44
TPR	0	0
Sorting	10	9
Games	14	13
Ranking	4	3

Appendix 8: Number of activities according to activity types in *Let's Explore! 3* textbook and workbook

Unit	Activity type	TEXTBOOK	WORBOOK
		Number of activities	Number of activities
Let's play	Selecting	0	5
	Naming	11	0
	Identifying	1	7
	TPR	2	0
	Sorting	0	0
	Games	2	1
	Ranking	0	1
Clothes	Selecting	2	4
	Naming	8	2
	Identifying	2	10
	TPR	2	0
	Sorting	0	0
	Games	2	0
	Ranking	0	2
My bedroom	Selecting	2	5
	Naming	8	1
	Identifying	2	8
	TPR	1	0
	Sorting	0	0
	Games	2	1
	Ranking	0	1
Wild animals	Selecting	1	7
	Naming	8	0

Identifying	2	11
TPR	1	0
Sorting	0	0
Games	3	0
Ranking	0	3
Camping Selecting	3	6
Naming	9	0
Identifying	2	10
TPR	1	0
Sorting	0	0
Games	2	1
Ranking	0	1

Appendix 9: The total sum and percentage of the activity types in the *Let's Explore! 3* textbook and workbook

a) TEXTBOOK

Activity type	Total sum	%
Selecting	8	10
Naming	44	56
Identifying	9	11
TPR	7	9
Sorting	0	0
Games	11	14
Ranking	0	0

b) WORKBOOK

Activity type	Total sum	%
Selecting	27	31
Naming	3	4
Identifying	46	53
TPR	0	0
Sorting	0	0
Games	3	3
Ranking	8	9

Appendix 10: Comparison of the total sum of textbook and workbook activity types in *New Building Blocks 3* and *Let's Explore 3*

a) TEXTBOOK

Activity type	NEW BULDING BLOCKS 3		LET'S EXPLORE 3	
	Number of activities	Percentage	Number of activities	Percentage
Selecting	14	20	8	10
Naming	3	4	44	56
Identifying	35	49	9	11
TPR	13	19	7	9
Sorting	0	0	0	0
Games	3	4	11	14
Ranking	3	4	0	0

b) WORKBOOK

Activity type	NEW BULDING BLOCKS 3		LET'S EXPLORE 3	
	Number of activities	Percentage	Number of activities	Percentage
Selecting	33	30	27	31
Naming	1	1	3	4
Identifying	49	44	46	53
TPR	0	0	0	0
Sorting	10	9	0	0
Games	14	13	3	3
Ranking	4	3	8	9

Izjava o izvornosti rada

Izjavljujem da je moj diplomski rad izvorni rezultat mojeg rada te da se u izradi istoga nisam koristila drugim izvorima osim onih koji su u njemu navedeni.

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