

„Five o`clock” project by Ewa Krzyżaniak

I.The study

Subjects

The subjects who participated in this project were 13 5th-grade pupils of the Primary School n. 118 in Wrocław.

Questionnaire

The data for this study were collected through a 14-item questionnaire.

Making the questionnaire my intention was to obtain information about my students' preferences for particular kinds of classroom activities, grouping arrangements, preferences for particular aspects of language which needs emphasis, and also for particular sensory modes, such as visual, auditory, or tactile learning, in other words I learnt about their needs, weaknesses, likes and dislikes.

The questionnaire gave also the answer to the very important question every teacher asks himself if their lessons are simply interesting to learners.

Each item in the questionnaire is to explore a particular topic.

- A) → working styles.....Table 1
- B) → ways of learning.....Table 2
- C) → language skills preference.....Table 3
- D) → language skills difficulty.....Table 4
- E) → language aspects preference.....Table 5
- F) → vocabulary learning.....Table 6
- G) → media preference.....Table 7
- H) → classroom activities preference.....Table 8
- I) → boredom problem.....Table 9
- J) → homework need.....Table 10
- K) → error correction.....Table 11
- L) → set book problem.....Table 12
- M) → set book problem.....Table 13

II. DATA ANALYSIS

Results concerning items will be presented in a tabular form.

Table 1: Working Styles [A]

Options	YES	%	NO	%
(1)individually	2	15	11	85
(2)in pairs	13	100	0	0
(3)in small groups	12	92	1	8
(4)in one large group	3	23	10	77

Table 2: Ways of Learning [B]

Options	YES	%	NO	%
(1)listening	11	85	2	15
(2)reading	10	77	3	23
(3)copying from the board	3	23	10	77
(4)listening and taking notes	7	54	6	46
(5)reading and making notes	9	69	4	31
(6)repeating what you hear	8	62	5	38
(7)other				

Table 3: Language Skills Preference [C]

Options: I like..	YES	%	NO	%
(1)to listen	12	92	1	8
(2)to read	8	62	5	38
(3)to speak	6	46	7	54
(4)to write	7	54	6	46

Table 4: Language Skills Difficulty [D]

Options	YES	%	NO	%
(1) speaking	7	54	6	46
(2) reading	4	31	9	69
(3) listening	1	8	12	92
(4) writing	4	31	9	69

Table 5: Language Aspects Preference [E]

Options Do you like to learn:	YES	%	NO	%
(1)grammar	5	38	8	62
(2)vocabulary	12	92	1	8
(3)pronunciation	9	69	4	31

Table 6: Vocabulary Learning [F]

Options	YES	%	NO	%
(1)using new words in a sentence	10	77	3	23
(2)making topic groups	7	54	6	46
(3)saying or repeating words several times	7	54	6	46
(4)making picture dictionaries	5	38	8	62
(5)guessing the unknown	4	31	9	69
(6)others				

Table 7: Media Preference [G]

Options	YES	%	NO	%
(1)TV, video films	8	62	5	38
(2)radio	7	54	6	46
(3)tapes, CDs	6	46	7	54
(4)written material	9	69	4	31
(5)the blackboard	9	69	4	31
(6)pictures, posters	8	62	5	38
(7)other				

Table 8: Classroom Activities Preference [H]

Options	YES	%	NO	%
(1)role play	7	54	6	46
(2)language games	10	77	3	23
(3)songs	10	77	3	23
(4)talking with and listening to other students	7	54	6	46
(5)memorizing conversations/ dialogues	4	31	9	69

Table 9: Boredom problem [I]

Options	YES	%	NO	%
(1)English lessons boring?	0	0	13	100

Table 10: Homework Need [J]

Options	YES	%	NO	%
(1)Homework necessary?	7	54	6	46

Table 11: Error Correction [K]

Options	YES	%	NO	%
(1)immediately, in front of everyone	7	54	6	46
(2)later, in front of everyone	8	62	5	38
(3)later, in private	4	31	9	69
(4)other				

Table 12: Set Book Problem [L]

Options	YES	%	NO	%
(1)	12	92	1	8
(2)	12	92	1	8
(3)	11	85	2	15
(4)	11	85	2	15
(5)	9	69	4	31
(6)	10	77	3	23

Table 13: Set Book Problem [M]

Options	YES	%	NO	%
(1)	6	46	7	54

Table 14: Friend or enemy?

Options	YES	%	NO	%
(1)	11	85	2	15

III. AIMS SETTING

On the basis of the questionnaire's results and detailed analysis I have decided to concentrate on the three spheres that seem to be the most problematic to my students.

The first problem the questionnaire has revealed is **speaking**. 46% of the subjects do not like to speak (question C, table 3) and 54% think speaking is the most difficult among other language abilities (question D, table 4). Therefore, the first aim of my teaching practice is to use various techniques to improve this ability, to get my students more confident, and to show them that speaking is not so difficult or uninteresting they believe. The fact that 100% of the students claim that they like to work in pairs or small groups (92%, Table 1) seems to be helpful and should make the task solvable.

The second problem my students signal is **writing**. 46% of the students do not like writing and 31% of them say it is difficult (Tables 3,4) So, the second aim should be to improve ability of writing and to show the students how to write and what to do to make writing easier and less complicated.

The third sphere I would like to focus on is **grammar**, for 62% of the addressees of the questionnaire declare they do not like to learn it (Table 4), and the aim is to find the way of introducing grammar my students prefer. I can make the assumption that methods (inductive or deductive) of introducing grammar I used my students did not really like. Therefore, "learning by doing" seems to be the alternative worth trying.

I am of the opinion that the findings are not surprising. Generally most foreign language learners find productive skills more problematic in comparison with receptive ones and grammar as boring and tough to learn. Indeed, my students' problems match the statistics and confirm the broad opinion among teachers. Therefore, I am full of doubts if the problem solutions I am going to offer my learners will really work.

When one year ago I started teaching English to the tested group of learners I experienced their huge resistance to speaking. The reason was trivial – they could not speak English at all. So, I decided to devote 10-15 precious minutes of each lesson to speaking. I called this time English Speaking Session and it was carried out every class. At the very beginning I would ask very simple questions such as: What's your name?, How old are you?, or What food do you like?. It is unbelievable but there were a lot of difficulties even with it. Yet, gradually the "situation" was improving. I started to introduce more complex topics to talk and the new formula was put in - students were supposed to talk in pairs or one of the students was interviewing the group. I observed that more and more students became relaxed with speaking and gained some confidence. That is why I am not surprised that my students find speaking and communicating so difficult. I am sure that if the questionnaire had been carried out a year ago, 100% of the students would have answered that speaking was the most difficult. Today there are still almost 50% of learners claiming problems with speaking, so the process of improving their speaking skill is in progress and further action has to be taken.

IV. AIMS SPECIFICATION

SPEAKING:

- To continue **English Speaking Session** at the beginning of each lesson modifying topics of conversations according to material in progress
- To develop and improve students` ability to communicate by introducing **project work** method (never tried with these students before)

WRITING:

- to develop ability of writing by producing the **end-product of the project**, that is supposed to be a **magazine page** or a **Power Point presentation**
- to insert a new formula of writing tasks – **writing a diary**(only 31% of students would like to learn English in this way)(to introduce later)

GRAMMAR:

- to introduce grammar in a new and interesting way → **project work**→ **imperatives** + giving and carrying out instructions
- to teach grammar using **songs** (to introduce later)

The project I have planned is to introduce elements of **British culture** and the structures and vocabulary of giving and carrying out instructions. Moreover, I would like it to involve students in an authentic learning experience with language used for communication purposes. My assumption is to prepare lessons as student-centred ones with tangible end-product as a result. I assume that **the use of information technology** to prepare a magazine page or PP presentation will encourage students to do their best and makes writing less difficult and more interesting.

The project offers the opportunity not only to integrate the appointed language skills (speaking & writing) but also other ones with all language aspects.

In project work learners are supposed to take responsibility for their own learning, develop their confidence and independence by creating opportunities for individuals to contribute in ways which reflect their different talents and creativity. Moreover, the method pushes forward the boundaries by bringing students into direct contact with authentic language.[1]

[1] Diana L. Fried-Booth, Project Work-second edition, OUP 2002

V. THE PLAN

As the group of students I have decided to work with has three English lessons a week the plan of work presents as following:

1st week

- Lessons 1: - to inform students about the project we are going to carry out
- to encourage them to look for materials connected with “tea”: packets, tins, pictures
 - to choose the person responsible for preparing a box with the title of the project to collect “tea “ materials in
 - to set the time limit to do it – 1 week

2nd week

Lessons: 2, 3, 4 are carried out according to the lessons plans attached

3rd week

Lessons: 5, 6 are carried out according to the lessons plans attached

4th week

- Lesson 7: - to sum up the project
- to find out if the students liked the project
 - to check what they have learnt

PROJECT WORK

Title: “ 5 o’clock – teatime in England”

Level: Elementary to Pre-intermediate

Time: Four 45-minute lessons + one week before main lessons to prepare

Aims: A) To familiarize students with a British custom, to prepare an instruction page for a school magazine “ Ikarek”, ” or the Power Point presentation, to prepare an exhibition of English tea packets and tins, to improve cooperation in groups

B) To encourage giving and listening to instructions, to practise the imperative, to extend the vocabulary.

C) To improve ability of speaking and communicating

Preparation:

1. The tea is going to be made in the classroom, so I need to bring in: a kettle, water, tea, sugar, milk, biscuits, tablecloths, a teapot, a milk jug, a sugar bowl, a cup, a saucer and a teaspoon, and also I will ask all students to bring a cup, a saucer, and a teaspoon for themselves. (for the third lesson group leaders bring a teapot, a milk jug, and a sugar bowl)

2. I also prepare 3 sets of coloured cards with the names of various things presented on the main table, light pink cards for the verbs and blue ones for the nouns, and cards with numbers for each group.

3. One week before the lessons I ask students to look for any kind of tea produced by UK companies, and bring packets, boxes or tins to school where they are collected in the special big box.

4. I have collected pictures with widely understood “tea” as the main topic:

- A cup of tea as a symbol of British life
- Very unusual teapots
- British family drinking tea
- Me myself in a tea shop
- Funny drawings presenting what the Brits think about “their” tea
- The very popular “ companion” to tea – scones
- Mr Edward Bramah- the owner of the Museum of Tea and Coffee

to show and tell students how important is the custom of drinking tea to majority of British people. I may tell them about my experiences with tea when I visited England and also to make them laugh I may bring to their memory the Polish film “ Jak rozpetalem II Wojne Swiatowa” where there is a funny scene presenting British soldiers stop fighting to have a cup of tea at 5 o’clock.

5. To present students the proper way English tea should be made I visited the website of the Bramah Museum of Tea and Coffee in London and familiarised with the way Mr Edward Bramah, himself, makes tea. My instructions are based on his procedure.[2]

BIBLIOGRAPHY

Diana L. Fried-Booth, Project Work-second edition, OUP 2002
www.bramahmuseum.co.uk

PROJECT WORK “ 5 o` clock “ ----- LESSON 1 PLAN

AIMS OF THE LESSON: To familiarize Ss with the custom of drinking tea in UK

STAGE	TIME	SUBAIMS	PROCEDURE/ACTIVITIES	PROBLEMS THAT MAY APPEAR → SOLUTIONS	MATERIALS	GROUP ARR
OPENING	2 min	To make a clear start of the lesson	T greets the class, checks the register, T presents the topic of the project and informs about the content of the first lesson			Whole class
GROUP AND CLASSROOM ARRANGEMENT	8 min	To divide students into groups, to arrange tables and realia	T puts Ss in 3 groups of 4 T asks Ss to prepare tables- one for each group to present the collection of tea packets and tins		realia	In groups
WARM-UP	10 min	To get involved into the topic	T encourages Ss to talk for a while what they like to drink and at what times of a day T asks a representative of each group to present drinking preferences of group members	Ss may not know enough vocabulary→T circulates and help with words		In groups
INTRODUCTION OF THE CUSTOM	15 min	To familiarize Ss with a British custom	T tells Ss about the custom and shows materials prepared Ss watch materials T encourages Ss to comment the materials or to say what they know about the custom	Ss do not want to talk about materials→T encourage them at least to describe pictures	Pictures, photo, drawings	Whole class
COLLECTION PRESENTATION	8 min	To extend Ss knowledge about tea companies in UK	Ss present their collections and compare with other groups T elicits names of UK companies producing teas	Not too many items to display by groups→T encourages Ss to look for this and bring in for the next class The group with the most impressive collection get pluses	realia	Whole class

PROJECT WORK “ 5 o` clock “ ----- LESSON 2 PLAN

AIMS OF THE LESSON: To introduce new vocabulary associated with the topic of the project

STAGE	TIME	SUBAIMS	PROCEDURE/ACTIVITIES	PROBLEMS THAT MAY APPEAR → SOLUTIONS	MATERIALS	GROUP ARR
OPENING	3 min	To make a clear start of the lesson	T greets the class, checks the register, T informs about the content of the second lesson			Whole class
GROUP AND CLASSROOM ARRANGEMENT	7 min	To divide students into groups, to arrange tables and realia	T asks Ss to form groups as recently T tells Ss to lay the tables- one for T, and one to present the collection of packets and tins T puts realia on the table, Ss display the collection of packets and tins on another one		realia	In groups
INTRODUCTION OF NEW VOCABULARY	5min	To expand Ss` knowledge on the topic	1.Each groups gets 2 sets of cards: blue one with names of objects presented on T`s table, the white one with numbers, objects are labelled with numbers, 2.T asks Ss to label things with blue noun cards 3.T checks labelling: e.g. pointing to the milk jug with no. 1 asks: "What`s this?" Ss answer→T puts the card on the whiteboard 4.T puts all cards in column on the whiteboard 5.T asks Ss to repeat after her looking at words presented on the whiteboard	Ss may not know words→T tries to help by describing the object (colour, position on the table, usage)	Realia, cards with nouns, cards with numbers	In groups
	5min				Whiteboard, magnets	Whole class
	5 min	To practice pronunciation				
REVISION & CONTROLLED PRACTICE	15min	To revise and practise new vocabulary	1.T asks Ss to remove cards with names and also takes the cards off the whiteboard 2.T asks Ss to check if their peers remember new words: Ss ask one another 3. A representative of each group questions Ss of opposite group	Ss speak Polish→ T warns: no good marks	realia	Whole class In groups
SUM UP	5 min	To sum up the lesson	T summarizes the lesson calling the things needed to make tea and distributes handouts with new vocabulary, T orders to learn words by heart		Handouts 1	Whole class

PROJECT WORK “ 5 o` clock “ → LESSON 3 PLAN

AIM OF THE LESSON: to revise the last and introduce the new set of vocabulary and structures

STAGE	TIME	SUBAIMS	PROCEDURE/ACTIVITIES	PROBLEMS THAT MAY APPEAR → SOLUTIONS	MATERIALS	GROUP ARR
OPENING	2 min	To make a clear start of the lesson	T greets the class, checks the register, T informs Ss that they continue the project and about the content of the third lesson			Whole class
GROUP AND CLASSROOM ARRANGEMENT	8 min	To divide students into groups, to arrange tables and realia	T asks Ss to arrange tables as on the previous lesson and form the same groups		realia	In groups
WARM-UP	5 min	To revise vocabulary of previous lesson	T points to different objects and elicits names If Ss know the word the appropriate card is put on the whiteboard	If elicitation will not work (Ss didn` t do their homework) T orders to practise words in groups (peer learning)	realia, handouts of previous lesson	Whole class In groups
INTRODUCTION OF NEW VOCABULARY AND STRUCTURES	3min	To expand Ss` knowledge on the topic	1. Ss watch as T mimes making tea, T repeats the sequence and says what she is doing	Ss may have some difficulties ,so T may repeat the stages of making tea	Realia, cards with nouns, verbs cards whiteboard, magnets	In groups
	5 min		2. T distributes the verb and noun cards, and asks Ss to match them to make two columns of words needed to give instructions			
	2 min	To practice pronunciation	3.Ss practise pronunciation of new words repeating after T			Whole class
CONTROLLED PRACTICE	17min	To revise and practise new vocabulary and structures	1.T prompts the structure by holding up the object e.g. a kettle, and saying “ What do we do with this? ?, “boil water” 2.T asks Ss to check if their peers remember new words: one S of each group direct one question to their opponents		realia	Whole class
SUM UP PHASE	3 min	To sum up the second lesson of the project	T summarizes the work done, says the phrases Ss must learn, and distributes handouts with new vocabulary. T reminds Ss of learning them by heart		Handouts 2	Whole class

PROJECT WORK “ 5 o` clock “ → LESSON 4 PLAN

AIMS OF THE LESSON: To introduce and practise using imperative form of verbs

STAGE	TIME	SUBAIMS	PROCEDURE/ACTIVITIES	PROBLEMS THAT MAY APPEAR → SOLUTIONS	MATERIALS	GROUP ARR
OPENING	2 min	To make a clear start of the lesson	T greets the class, checks the register, T informs Ss that they continue the project and about the content of the fourth lesson			Whole class
GROUP AND CLASSROOM ARRANGEMENT	6 min	To divide students into groups, to arrange tables and realia	T asks Ss to arrange tables as on the previous lesson and form the same groups Each group has the full set of necessary things		realia	In groups
WARM-UP	5 min	To revise vocabulary of previous lesson	T points to different objects and elicits nouns and verbs associated	If elicitation will not work (Ss didn` t do their homework) T orders to practise words in groups (peer learning)	realia, handouts of previous lessons	Whole class In groups
PRESENTATION OF THE LANGUAGE FORM	2min 5 min	To introduce giving instructions	1. Ss watch as T mimes making tea, 2.T repeats the sequence and uses the imperative form of the verbs to describe what to do 3.T encourages Ss to follow instructions and mime they make tea		realia,	Whole class In groups
CONTROLLED PRACTICE	10min	To practise giving and carrying out instructions	T encourages Ss to follow instructions she gives and mime they make tea T asks a representative of each group to give instructions for other group	If a S doesn` t know or makes mistakes T asks group members to help or correct	realia	In groups
PRODUCTION	15min	To practise giving and carrying out instructions	Ss practise giving and carrying out instructions in order to make tea T monitors the groups and help where necessary If time allows T tries to spend some time with each group as they drink tea and talk about the process of making tea	Ss talk in Polish→T gives good marks only to Ss who speak English	realia	In groups

PROJECT WORK “ 5 o` clock “ -- LESSON 5 PLAN

AIMS OF THE LESSON: To produce an instruction page for a school magazine “ Ikarek” or presentation using IT (Information Technology)

PLACE : IT lab

STAGE	TIME	SUBAIMS	PROCEDURE/ACTIVITIES	PROBLEMS THAT MAY APPEAR → SOLUTIONS	MATERIALS	GROUP ARR
OPENNING	2 min	To make a clear start of the lesson	T greets the class, checks the register, T informs Ss about the objective of the last part of the project			Whole class
GROUP ARRANGEMENT	3 min	To divide students into groups,	T asks Ss to form the same groups and turn on computers		Hard & software	In groups
WARM-UP	5 min	To revise vocabulary of previous lessons	T elicits instructions needed to produce detailed manual how to make English tea	If elicitation will not work (Ss didn` t do their homework) T allows to use notes	handouts of previous lessons	Whole class
PRODUCTION OF THE MAGAZINE PAGE	30min	To create the end-product	Ss design a magazine page in MS Word or Power Point presentation T supports and monitors Ss	Ss talk in Polish→T reminds of the rule to speak English	Hard & software	In groups
DESIGNS PRESENTATION	5 min	To compare and evaluate the pages	Ss print their designs and display them on the board or show on the screen Ss discuss on their works	Ss talk in Polish→T reminds of the rule to speak English	magnets	Whole class

“ 5 o` clock “ project – handout 1

NOUNS

A kettle
A tablecloth
A teapot
A milk jug
A sugar bowl
A cup
A saucer
A teaspoon
A strainer
Water
Tea
Sugar
Milk
Biscuits

“ 5 o` clock “ project- handout 2

PHRASES

make tea
prepare a kettle, a teapot,...
boil water
heat the teapot
put the tea into the pot
add the hot water
stir with a teaspoon
let the tea brew for 5 minutes
put milk in first
pour the tea through a strainer
add sugar
enjoy your tea

VI . REFLECTION AFTER THE PROJECT

The lessons were carried out according to the plan. There were no serious obstacles; however, one of the lessons had to be conducted with the whole class(26 students) what disturbed a little the activities and atmosphere. But generally the project seems to be successful.

I found the students really interested in the idea to do something new. Therefore, they responded in a positive way. They have brought an impressive collection of tins and packets of English tea companies. In groups they worked eagerly and enthusiastically talking about and comparing the “treasures” they collected.

I found them feeling productive and relaxed by working in small groups. However, they often broke the rule-“English only” what, in my opinion, was caused not by their resistance to using English but only by their lively and inattentive young personalities.

While doing activities on lesson3 the students had some difficulties (as I predicted) with matching the nouns with the verbs to form phrases needed to give instructions, so, I repeated stages of making tea twice. But generally they picked the vocabulary quickly and without much effort.

On lesson 4 I decided to change the plan and the stage with real making tea was removed, mainly because of security reasons and my fear of an accident with boiling water. The age of the participants seems to be inappropriate.

What the students found the most interesting was working on computers to prepare a magazine page or PP presentations. There were some hot discussions on the designs in groups.

Finally, when I announced the end of the project and ordered to bring students` books for the next lesson, one of the pupils raised his arm and asked: “When are we going to have next project?” Needless to say, they liked the tea project.

VII . SUMMARY

The main body of the methodology project lasted three weeks but in fact the general aims are going to be continued, although in different forms. My intention is to reduce or even remove a kind of “barrier”- the filter which inhibits the students` language development. The aims specified at the beginning of the methodology project seem to have been completed but it is difficult to assess objectively if successfully, because of their complex nature.

To improve speaking - the first aim seems to be achieved with the success as there was no single student in the group who would say nothing. They had great fun giving instructions and watching their mates doing wrong things – “learning by doing” really worked, not only by improving the vocabulary and the correctness of forms, but first and foremost by reducing learners` resistance and increasing their spontaneity in speaking English.

To improve writing – the second aim is in progress in fact. The students finished a magazine page successfully and they did not find it difficult. The second way to improve writing I suggested (writing a diary)is going to start later.

The third aim – new way of introducing **grammar** has been achieved painlessly for students as they were not aware of any new grammar while doing the project, but honestly speaking, the project work method is too far time-consuming in confrontation with syllabus abiding in primary schools.

What is more, the questionnaire clearly showed the students` needs and preferences, and also what learning types they represent, what can be really helpful to plan further activities. The questionnaire also revealed that the learners do not want to be viewed as passive ones and want to participate in the learning process .High percentage for options 1 and 2 and low for options 3 and 4 in Table 2 supports this view.

I have also asked the pupils about the project carried out last school year: Believe in yourself – my first English book”. I did not have an opportunity to ask them earlier. I have received a clear message that it was worth doing because half of the responds were positive (Tables 12, 13)

This school year I am also going to introduce reading a set book. It will be a Penguin Reader at elementary level (a title not set yet). While reading a book I am going to work on the option “guessing unknown” as the method to learn vocabulary, which did not receive high percentage (31%) in the questionnaire. My aim for the future is to emphasise this strategy and motivate students to infer meaning from context rather than heavily rely on a dictionary.

On the whole, it is beyond any doubt that effective language teaching and learning can only be achieved when a teacher is aware of their students` needs, preferences and potential. The results and the observations obtained during the whole project helped me to understand that there is a need of co-operation between learners and teachers; therefore, I am going to use the idea of a questionnaire to find methods which suit the respondents best.

JĘZYK ANGIELSKI– wróg czy przyjaciel?

Wiek:

Dziewczyna / chłopiec

Zakreśl odpowiedź TAK lub NIE

- A) W klasie najchętniej lubię uczyć się
- | | | |
|-------------------------|-----|-----|
| 1 indywidualnie | TAK | NIE |
| 2 w parach | TAK | NIE |
| 3 w małych grupach | TAK | NIE |
| 4 w jednej dużej grupie | TAK | NIE |
- B) Czy uważasz, że najlepiej uczysz się angielskiego poprzez
- | | | |
|---------------------------------|-----|-----|
| 1 słuchanie | TAK | NIE |
| 2 czytanie | TAK | NIE |
| 3 przepisywanie z tablicy | TAK | NIE |
| 4 słuchanie i robienie notatek | TAK | NIE |
| 5 czytanie i robienie notatek | TAK | NIE |
| 6 powtarzanie tego co usłyszysz | TAK | NIE |
| 7 inaczej (napisz jak)..... | | |
- C) Na zajęciach najbardziej lubię
- | | | |
|-----------|-----|-----|
| 1 słuchać | TAK | NIE |
| 2 czytać | TAK | NIE |
| 3 mówić | TAK | NIE |
| 4 pisać | TAK | NIE |
- D) Najtrudniejsze w nauce angielskiego dla mnie jest (postaw X)
- | | | |
|-------------|--|--|
| 1 mówienie | | |
| 2 czytanie | | |
| 3 słuchanie | | |
| 4 pisanie | | |
- E) Czy lubisz uczyć się
- | | | |
|-------------|-----|-----|
| 1 gramatyki | TAK | NIE |
| 2 słówek | TAK | NIE |
| 3 wymowy | TAK | NIE |
- F) Najlepszą dla ciebie metodą uczenia się nowych słówek jest
- | | | |
|--|-----|-----|
| 1 układanie zdań z nimi | TAK | NIE |
| 2 umieszczenie słowa w grupie tematycznej np. cat – animal | TAK | NIE |
| 3 wielokrotne powtarzanie lub zapisywanie słowa | TAK | NIE |
| 4 rysowanie obrazka przedstawiającego słowo | TAK | NIE |
| 5 zgadywanie znaczenia słowa | TAK | NIE |
| 6 inaczej (podaj jak)..... | | |

- G) Czy lubisz uczyć się języka angielskiego korzystając z
- | | |
|---------------------------|---------|
| 1 telewizji/video/filmów | TAK NIE |
| 2 radia | TAK NIE |
| 3 płyt i kaset | TAK NIE |
| 4 książek, czasopism itp. | TAK NIE |
| 5 tablicy | TAK NIE |
| 6 obrazków, plakatów itp. | TAK NIE |
| 7 inne (jakie)..... | |
- H) Czy lubisz lub czy chciałbyś uczyć się języka angielskiego poprzez
- | | |
|--|---------|
| 1 odgrywanie scenek | TAK NIE |
| 2 gry językowe | TAK NIE |
| 3 śpiewanie piosenek | TAK NIE |
| 4 prowadzenie rozmów z innymi uczniami | TAK NIE |
| 5 pisanie pamiętnika | TAK NIE |
| 6 | TAK NIE |
- I) Czy uważasz, że lekcje języka angielskiego są nudne? TAK NIE
- J) Czy uważasz, że zadania domowe są konieczne aby lepiej poznać język? TAK NIE
- K) Kiedy w czasie lekcji mówisz po angielsku czy chcesz być poprawiany
- | | |
|--|---------|
| 1 natychmiast, w obecności wszystkich | TAK NIE |
| 2 później, na koniec ćwiczenia, w obecności wszystkich | TAK NIE |
| 3 później, na osobności | TAK NIE |
| 4 inaczej (jak?)..... | |
- L) Czy uważasz, że czytając lekturę po angielsku i omawiając ją (tak jak w zeszłym roku szkolnym) uczysz się
- | | |
|---|---------|
| 1 nowych słówek | TAK NIE |
| 2 utrwalasz słownictwo już znane | TAK NIE |
| 3 utrwalasz gramatykę | TAK NIE |
| 4 rozwijasz (polepszasz) umiejętność czytania | TAK NIE |
| 5 rozwijasz (polepszasz) umiejętność mówienia | TAK NIE |
| 6 dowiadujesz się czegoś nowego o świecie, życiu itp. | TAK NIE |
- M) Czy w bieżącym roku szkolnym chciałbyś również przeczytać książkę po angielsku? TAK NIE
- N) Czy język angielski to twój „przyjaciel”? TAK NIE

