

UNIVERSIDADE DE CAXIAS DO SUL
ÁREA DE HUMANIDADES
CURSO DE LICENCIATURA EM LETRAS – INGLÊS

ISADORA ROSTIROLLA BALLARDIN

**TEACHING VOCABULARY TO OLDER PEOPLE
THROUGH DIFFERENT APPROACHES**

CAXIAS DO SUL

2018

ISADORA ROSTIROLLA BALLARDIN

**TEACHING VOCABULARY TO OLDER PEOPLE
THROUGH DIFFERENT APPROACHES**

Trabalho de Conclusão de Curso apresentado como
pré-requisito para obtenção do título de Licenciada em
Letras – Inglês à Universidade de Caxias do Sul.
Orientadora: Prof^a M^a. Samira Dall Agnol

**CAXIAS DO SUL
2018**

DEDICATION

I dedicate this research to teachers who believe
there is no age to start learning a second language.

ACKNOWLEDGEMENTS

First of all, I would like to thank God for blessing me with this beautiful life, full of healthy, happiness and love.

I would like to dedicate this work to the dearest people to my heart: my parents, Eliane and Clodoveo, and my brother, Luis Otávio, who supported and encouraged me in spite of all the time it took me away from them. Thank you very much for always being here for me. I love you all.

I could not forget to thank my dearest fiancé, Anderson Rech, to understand my absence in many moments in which we were supposed to stay together and also for helping me with everything that I need. I love you. Thank you for supporting me and believing in me.

I would like to show my gratitude for my colleagues and professors from Universidade de Caxias do Sul for guiding and helping me all these years. Especially, to my supervisor, Samira Dall Agnol, for her guidance, her continuous support, patience, motivation, valuable pieces of advice and huge knowledge. I do not have words to thank you. Everything and every time I needed, you were there giving all the support. Your motivation and determination inspire me to be a better teacher every day. Thank you for believing in me.

I could not forget to thank my classmate, Gleyca Guaresi for everything. She is more than a classmate, she is my best friend. Thank you for being my classmate all these years. Thank you for every help and attention.

Last but not least, I would like to thank the seniors from Santa Tereza Cathedral to accept my Internship IV proposal and faced it with such determination. My workshop would not be the same, without them. They learned a lot of vocabulary, but I am sure that I learned much more with them. Thank you for believing in my work and me.

ABSTRACT

Vocabulary is one of the main keys for a successful communication in language. However, other abilities are first presented to the students and when they have to express their feelings or just communicate, they cannot do it. This happens because they do not have enough vocabulary to talk each other, especially older people that sometimes is the first time that they are having contact with the new language. In order to start working with vocabulary for older people, it was decided to use some methods, approaches and techniques. This paper aims at finding out the results of using vocabulary from an Internship Report to increase older people lessons through different approaches. Aiming to answer what kind of results we can have teaching vocabulary for older people lessons using different approaches and techniques, analyzing an Internship Report. This study used two approaches: literature review and documental research. The study was done in the Internship IV with a group of older people from Santa Tereza Cathedral from Caxias do Sul. The main authors who discuss older people, vocabulary, and methods, approaches and techniques are Taylor (2011), Richards and Renandya (2002), Schmitt (2008), Webb (2007), LaRosa and Plump (2017), Ur and Wright, (2005), Young-Davy (2014), Marsick and Watkins (2001), Brown (2000), Martinez (2009), Richards and Rodgers (1999) and .Larsen-Freeman (2002). After the analyses of the vocabulary activities at the lesson plans templates, it was observed that, in general, the different methods, approaches and techniques were effective for older people.

Keywords: Older people; Vocabulary; Vocabulary strategies; Teaching

RESUMO

O vocabulário é uma das principais chaves para uma comunicação bem sucedida. No entanto, outras habilidades são primeiramente apresentadas para os alunos e quando eles precisam expressar seus sentimento ou simplesmente se comunicar, eles não conseguem. Isso acontece porque os alunos não tem vocabulário necessário para conversar, especialmente os idosos que muitas vezes está sendo a primeira vez que estão tendo contato com a nova língua. A fim de começar a trabalhar vocabulário com os idosos, foi decidido usar alguns métodos, abordagens e técnicas. Esse artigo tem como finalidade encontrar os resultados de usar vocabulário de um Relatório de Estágio para ampliar as aulas do idosos através de diferentes abordagens. Com o objetivo de responder que tipo de resultados podemos ter ensinando vocabulário para idosos, usando diferentes abordagens e técnicas analisando um Relatório de Estágio. Este estudo utilizou duas abordagens: revisão bibliográfica e pesquisa documental. O estudo foi realizado no Estágio IV com um grupo de idosos da Catedral Santa Tereza de Caxias do Sul. Os principais autores que discutem sobre os idosos, vocabulário e métodos, abordagens e técnicas são Taylor (2011), Richards and Renandya (2002), Schmitt (2008), Webb (2007), LaRosa and Plump (2017), Ur and Wright, 2005), Young-Davy (2014), Marsick and Watkins (2001), Brown (2000), Martinez (2009), Richards and Rodgers (1999) and .Larsen-Freeman (2002). Após a análise das atividade de vocabulário, observou-se que, em geral os diferentes métodos, abordagens e técnicas foram eficazes para os idosos.

Palavras chave: Idosos; Vocabulário; Estratégias de vocabulário; Ensino

LIST OF CONTENTS

1 INTRODUCTION	10
1.1 OBJECTIVES	10
1.1.1 Main objective	11
1.1.2 Specific objectives	11
1.2 JUSTIFICATION	11
1.3 RELEVANCE	14
1.4 RESEARCH PROBLEM	15
1.5 METHODOLOGY	16
1.5.1 Literature review	16
1.5.2 Documental research	17
2 THEORETICAL FRAMEWORK.....	17
2.1 THE TERM “OLDER PEOPLE”	18
2.2 TEACHING VOCABULARY	18
2.3 VOCABULARY TEACHING APPROACHES	20
3 METHOD, APPROACH AND TECHNIQUE	21
3.1 METHOD	22
3.2 APPROACH.....	23
3.3 TECHNIQUE.....	24
4 LESSON PLANS DESCRIPTION	26
4.1 LESSON PLAN 1.....	26
4.1.2 Appendix – Lesson Plan 1	28
4.2 LESSON PLAN 2.....	29
4.2.2 Appendix- Lesson Plan 2	30
4.3 LESSON PLAN 3.....	31
4.3.2 Appendix- Lesson Plan 3	32
4.4 LESSON PLAN 4.....	34
4.5 LESSON PLAN 5.....	36
4.5.2 Appendix- Lesson Plan	37
4.6 LESSON PLAN 6.....	38
4.6.2 Appendix- Lesson Plan 6	39

4.7 LESSON PLAN 7	40
4.8 LESSON PLAN 8	41
4.8.2 Appendix- Lesson Plan 8	42
4.9 LESSON PLAN 9	43
4.9.2 Appendix- Lesson Plan 9	44
4.10 LESSON PLAN 10	45
5 LESSON PLANS ANALISYS	46
5.1 LESSON PLAN 1	46
5.2 LESSON PLAN 2	47
5.3 LESSON PLAN 3	48
5.4 LESSON PLAN 4	48
5.5 LESSON PLAN 5	49
5.6 LESSON PLAN 6	50
5.7 LESSON PLAN 7	51
5.8 LESSON PLAN 8	52
5.9 LESSON PLAN 9	53
5.10 LESSON PLAN 10	54
6 SOME RESULTS OF USING VOCABULARY TO INCREASE OLDER PEOPLE LESSONS	54
CONCLUSION	57
REFERENCES	59

CHART SUMMARY

CHART 1: Lesson Plan Template 1	27
CHART 2: Lesson Plan Template 2	29
CHART 3: Lesson Plan Template 3	31
CHART 4: Lesson Plan Template 4	35
CHART 5: Lesson Plan Template 5	36
CHART 6: Lesson Plan Template 6	38
CHART 7: Lesson Plan Template 7	40
CHART 8: Lesson Plan Template 8	41
CHART 9: Lesson Plan Template 9	43
CHART 10: Lesson Plan Template 10	45

1 INTRODUCTION

English nowadays is known as one of the most spoken languages in the world. And language is one of our primary source of communication. From the last few decades, people have been using English as international language to communicate, to make business, to solve political issues and to get to know more about different cultures. We share our thoughts and ideas with others through communication. This is one of the many reasons why people of all ages need to learn a foreign language. Speaking English helps them to talk to other people from countries all over the world.

Vocabulary is accepted as one of the main keys for a successful communication in language. Teaching vocabulary is an essential component for students of all ages, it will show them how much they are able to communicate to each other. When teachers teach vocabulary, they have to focus on effective instruction to help students to develop and recognize it. The more words a student knows the more facility the student has to express the exact meaning that he/ she wants to. The acquisition of vocabulary in foreign language is essential, without an extensive vocabulary the students might be unable to use structures and functions for comprehensible communication.

In this paper, teaching vocabulary may be the key for older people to learn a foreign language. Reading, writing and especially speaking activities are developed through the vocabulary in older people lessons using different approaches. “Vocabulary knowledge enables language use, language use enables the increase of vocabulary, knowledge of the world enables the increase of vocabulary knowledge and language use and so on” (MCCARTHY; SCHIMITT, 2008, p. 6). This process of learning vocabulary considering older learners, only have benefits for these students. Among these advantages, keeping their memory active, getting them connected with other people, being challenged to learn something new are just a few of the positive aspects involved in the process of teaching and learning English.

1.1 OBJECTIVES

The results of teaching vocabulary for older people using different approaches and techniques are studied in this paper, based on the Internship IV Report done in the sixth semester at Universidade de Caxias do Sul. The data analysis is grounded in the lessons plans

from my Internship IV, emphasizing the activities to introduce, review and work with vocabulary. The study focuses on older students over the age of 65. The goals that guide this paper are mentioned in the sequence, as well as some specific targets, which lead the minor parts of the research. As a matter of methodology, it is possible to present the objectives in this way:

1.1.1 Main objective

- ❖ Find out the results of using vocabulary from an Internship Report to increase older people lessons through different approaches.

1.1.2 Specific objectives

- ❖ Discuss the terms *older people*, *vocabulary* and *approaches*.
- ❖ Make a point of distinction between *method*, *approach* and *technique*.
- ❖ Present the methodology applied by different approaches.
- ❖ Analyze the results of using different approaches in teaching/ learning vocabulary with a specific group taught.

1.2 JUSTIFICATION

In the second semester of 2017, I attended the Discipline of Internship IV in Modern Languages Course at Universidade de Caxias do Sul. The main focus of the Discipline was to develop a workshop to experience non-formal education environments. When the Professor proposed all the alternatives which we had to work with our projects, most of my classmates chose to teach kids or teenagers. At that time, I had already worked with children and teenagers and I was very excited to try something different and new. Therefore, I considered: why not working with older people in my workshop?

One of the reasons for exploring this audience would be the fact that Brazilians are getting older. In other words, older population in Brazil is rapidly increasing according to IBGE (Picture 1 – Uma Revolução Prateada). In less than a decade, the number of older people increased in 8,5 million.

Picture 1 – Uma Revolução Prateada



Source: <https://www.terra.com.br/noticias/dino/numero-de-idosos-no-brasil-cresceu-50-em-uma-decada-segundo-ibge.6427cac70c638ddd25efe9c43fb7d977r5spkpo1.html>. Accessed on August 1st, 2018

For many of them this stage of life means that their routine will change little by little. The children have grown up and now they have their families. And what goes through the mind is that life will be restricted to taking care of the garden, the house and enjoying old age in a different routine from which they were accustomed.

Nowadays, there are different programs in various areas designed for older people. These programs have the value of putting older people in focus, with everything they have and still need to have. Especially by raising their values, potentialities, expectations, possibilities, needs and limitations. The demand for these programs is increasing year-by-year independently of the area, whatever it may be, physical education, learning a foreign language, dance, reading, art, games and meditations programs. Each one of these programs help people to age in a healthier way.

The learning of a foreign language at the third age is one of the most important programs that they may have access. When they decided to start learning a foreign language, searching for new information and reviewing the challenges, leads older people to have an improvement in quality of life.

Studying a foreign language shows them that they are still able to face their objectives, break barriers and overcome difficulties. It is important to them to have a space where they can have their classes with other people at the same age. The majority of the older people who end up taking courses to learn a foreign language, cannot reach the end of the course. Most of the times, in language schools, they have classes with teenagers and adults, and they feel difficulties to keep pace with the class, decreasing their self-esteem though. Older people feel comfortable when they have classmates who are in the same stage of life, with similar interests and knowledge.

Nevertheless, the classes have a structured methodology for people over 50 years, where they have dynamic classes, fun moments, affection, care for each other, games, and dance. It is also very significant for them because they make new friends and enjoy their time in a different and nice way. The classes are stimulating, always proposing challenges and keeping the students attentive.

Old people's classes have diverse attitudes, interests and needs. For these reasons, they are based on a subset of Language Teaching called English for Specific Purposes (ESP). This approach focus on a syllabus that is all designed for a specific group which has particular needs and intentions, in which the language forms that students would meet have a high priority.

On the other hand, the language forms they would not meet have a low priority. ESP defined needs of the learners focused on situational language and made use of underlying methodology and activities. Thinking of ESP classes for older people, they should be based on the understanding of the process of language learning and especially what they do with language. Hence, the acquisition of a foreign language helps them to deal with real situations, in a manner that they can feel safe and updated.

When we talk about English for Specific Purposes (ESP) and English for General Purposes (EGP), there is no difference in theory between the two-language teaching, but there are differences in practice. These two teaching approaches stand on facts about learning, teaching and language nature.

The first teaching approach (ESP) is known to be learner-centered, in which the supreme value are the learners' needs and interests. English is used in specific contexts, the content is appropriate to their necessities and the focus is on training. By contrast, in the following teaching approach (EGP), the focus is on language learning. The content is more difficult to select, because you do not know the students' future needs and the focus is on education.

To sum up, one of the clearest distinctions between them is that the first one benefits specific groups and not only adults and old adult learners. The second one is offered to pupils and an example of this approach is the required English at schools where the purpose is to succeed in the exams.

With all these contrasts between the two teaching approaches, ESP and EGP, they have something which is very similar: vocabulary teaching. When we were children, we learned thousands of words from our mother tongue very quickly and the words from a foreign language, too. The students learned from different approaches and techniques, sometimes they just learned referring the meanings from contexts. Teaching vocabulary through ESP gives freedom for teachers and students to opt for what contents will be worked during the classes.

1.3 RELEVANCE

When an older person decides to waive his free time at home to practice any kind of sports, the active life of this older person will probably change to a better way. The same happens when an older person decides to learn a foreign language, which is a very important decision and a great way to keep the memory active, among many other benefits it can bring to his life. They make new friends, get more active and excited, have predisposition to study, provide meetings and, the most important part of learning a foreign language is that, it helps to keep their cognitive processes active.

Elderlies' learning of a foreign language is completely different from kids and teenagers. Comparing old adult learners with kids and teenagers, they have more things that are unusual, than common. Considering the way both of them learn a foreign language, it is clear that kids learn faster than elderlies do. Teachers can use the same approach to work with them, but it should be worked in different ways.

When teaching kids, we have to repeat the same thing many times, because they learn quickly, but they also forget rapidly. While teaching older people, we have to repeat many times, but we also have to focus on context. When they have something related to their routine, for example, it is much easier for them to remember. Kids usually are very excited and motivated to learn a foreign language. On the other hand, teenagers generally do not have predisposition to study and they feel bored quite easily. The classes are also a good place for kids and teenagers to make new friends and spend some time of their day in contact with the language.

There are many advantages when teaching English for older people and this brief research may help teachers to know them. One of the most important advantages of this study is to present which approaches may be more effective to work with them. Other advantages that are also relevant for teachers: their life experience is a good idea to get to know them and their history. Therefore, the teacher may have good basis about the types of lesson and themes that will attract their attention and motivation; their learning style is different from other ages. The teacher should be flexible and patient with them. If the teacher gets to know them and sustain the environment, the students will be successful. Especially, when they all learn what they really need in a way they can enjoy it. Also, to make sure that they are enjoying the class, learning and, the best thing, keeping their cognitive process active.

Teaching English for old adults was the best experience that I could have on my Internship. As a teacher, you only think that you are in class to teach them, but when you are in a group of old adults, it is totally different. The affection and charisma they have with the teacher is incredible. Nevertheless, the first time I had contact with these students, I saw, as a teacher, I would learn much more from them than I would teach. Each class the affective bonds increased, bringing teacher and students closer. The students became friends and some of them still send me messages asking for some words and pronunciation in English.

1.4 RESEARCH PROBLEM

Taking into consideration the statements mentioned before, it was decided to dedicate this final study to analyze the results of teaching vocabulary in older people lessons using different approaches and techniques. The question that is answered in this paper could be set in these words:

- ❖ What kind of results can we have teaching vocabulary in older people lessons using different approaches and techniques, analyzing an Internship Report?

1.5 METHODOLOGY

This paper is developed through a bibliographic and documental research. Firstly, the bibliographic research, according to Köche (2015, p. 122, our translation), “[...] is the one that develops trying to explain a problem, using the available knowledge from theories published in books or similar works”¹. Another author also gives a similar definition for this kind of research, “[...] is developed on the basis of materials already made, consisting mainly of books and scientific articles”² (GIL, 2002, p. 44, our translation). Using the materials presented by these authors, a research is being made regarding the teaching of vocabulary for older people through different approaches.

1.5.1 Literature review

Using bibliographic research is essential to the understanding of many issues related to the research question, considering there are some authors who have studied and researched the theme through diverse perspectives.

Some of the authors who grounded this study are presented in the sequence. Richards (2002) studied about foreign language teaching and applied linguists. There is also Renandya (2002) who is concerned about teaching interests including second and foreign language pedagogy, extensive reading, and language testing as well as curriculum development. Marsick (2001) is a professor of adult learning and leadership. And Watkins (2001) studied incidental learning, action science, and organizational learning assessment. Finally, Young-Davy’s (2014) states about acquisition of prepositions and other semantically-based aspects of language learning.

¹ “[...] é a que se desenvolve tentando explicar um problema utilizando o conhecimento disponível a partir das teorias publicadas em livros ou obras congêneres.” (KÖCHE, 2015, p. 122)

² “[...] é desenvolvida com base em material já elaborado constituído principalmente de livros e artigos científicos”. (GIL, 2002, p.44)

1.5.2 Documental research

The second part of this paper is the documental research, which is very similar to a bibliographic research. The main difference between them is the sources. According to Gil (2002, p. 45, our translation) “[...] the research is developed through materials that do not yet receive an analytical treatment, or that can still be re-elaborated according to the objects of research”³.

The documental research was developed with a group of older people who have joined the workshop classes due to the contact of the Internship Supervisor last semester. There were eight students, two men and six women. They were over 70 years old. The workshop happened during three months in the second semester of 2017, at Santa Tereza Cathedral – Caxias do Sul.

Some procedures were taken to the workshop. The first part was planning the workshop, then talking to the Internship Supervisor and making contact with the group of students. The contact was made with the students through the project coordinator, who accepted the idea and also asked if he could join the classes with the students. The group was defined, so it was the time to set goals, select materials and prepare classes. The selection of activities and materials were all based in teaching vocabulary for old adults.

2 THEORETICAL FRAMEWORK

In this section, *older people* and *vocabulary* are discussed. Putting these two terms together to design the approaches that were used in older people classes. There is no specific time in your life to start learning a foreign language, no one can never be too old to learn something new. The older they are, the harder it might be for them to learn. The vocabulary is the key for them to start learning a foreign language. It is also one of the most important pillars to achieve other abilities. For the vocabulary teaching some *methods*, *approaches* and *techniques* are presented.

³ “[...] vale-se de materiais que não recebem ainda um tratamento analítico, ou que ainda podem ser reelaborados de acordo com os objetos de pesquisa”. (GIL, 2002, p. 45)

2.1 THE TERM “OLDER PEOPLE”

In English, as in many languages, it is possible to use different words to refer aging, but it is thoughtful taking care of using the right terminology to recognize their strength, wisdom and the privilege associated with chronological age. Some countries around the world such as Canada, United States of America and Brazil have accepted the chronological age of 65 years as a definition of *older person*, but in Africa it is different. They associated *older adults* when people start to receive the pension benefits. The United Nations does not have a standard numerical criterion, but they agreed 60+ years to refer to the older population.

With all this distinction related to the age, there are many more associated with the terms we use to refer aging. *Seniors* is a very common word, but is too limited and often used in union contexts. According to Taylor (2011) “the word *senior* in Canada refers to a person who is specifically age 65 or older”.

When we were talking about aging, we probably have heard the term *elderly*. This term can be problematic to refer aging universally; it is also associated with spiritual or community leaders. There are multiple definitions for this word according to the Oxford English Dictionary, including, “a leader or senior figure in a tribe or other group” and “a person who is older than one by a specified length of time”.

Sometimes we heard the term *older adult*, but it is not the ideal word that you will find in a regular conversation. Taylor (2011) notes that, “*older adults* rolls off the tongue thickly in a way that suggests a euphemism for something less comfortable”.

The most preferable terms are *older person* or *older people*, because they show better and closer to the way general population refers to older members of their communities and families, and this term is often used for international front. Therefore, in this paper, the term *older people* is going to be used to talk about aging.

2.2 TEACHING VOCABULARY

Vocabulary teaching has always played an important role in the history of language teaching. Some decades ago, there were basically two methods to work with vocabulary, the classic method and the grammar and translation method. In the first method, the teaching of vocabulary was based on the explanation of meanings and spelling. In the second method, the vocabulary was presented in word lists with the translation. When people start learning a

foreign language, they may initiate learning some words. While they are studying, they read or listen to the new words and try to recognize them, but they do not know how to use them in writing or speaking activities. Then, people begin to use the words they have learned and especially the ones used in everyday routine become part of the active vocabulary.

Applied linguistics area gives us the opportunity to access and find out how words are used with huge samples of learning. Richards and Renandya (2002, p. 255) emphasizes that “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”. The governing factor in language learning success was not an aptitude, it implies the individual learner’s endeavors. The way each student learn vocabulary is different, it naturally led to a greater interest in how they approached and controlled their own learning and the use of it. Due to this reason, Oxford (1990) includes six major language learning strategies including, memory, cognitive, compensation, metacognitive, affective and social. Many students might use all of these strategies, and teachers can help them to achieve their objectives through the knowledge of these strategies.

All these strategies are very effective for vocabulary teaching, there are many different techniques involved in the strategies. Thinking about memory strategy, Schmitt (2008, p. 212) mentioned some approaches to work on it, “pictures/ imagery, related words, unrelated words, grouping, and word’s orthographical or phonological form.

In the same area, there is the rote learning technique. It is the memorization based on repetition, it might help the students to achieve the ability to quickly recall and to develop foundational knowledge. The more they repeat the more they might remember the words later. Webb (2007, p. 47) emphasizes that: “[...] the vocabulary gains increased as the number of times learners met words in context [...]” There is also the use of rhyme in class.

Through fun activities, all ages can learn a language better as learning becomes natural for them, when these activities do not make them conscious that they are learning a language. Rhymes can be a very effective tool for teaching older people a foreign language, Ara (2009, p. 167) remarks that: “[...] learners can initially find it very difficult to remember how to say complete phrases in a foreign language, they remember whole rhymes with ease.”

Another technique is the use of games in class, help learners to develop and use words in different context by making the lessons fun. According to Tuan (2012, p. 260) “in order to learn and retain new words, learners should participate in different Task-Based Activities in

their classroom and such activities also include vocabulary games [...]”. It is a good and effectively way to learn and review vocabulary. Nowadays, with the influence of the internet in students’ lives the experience of using digital games in the classroom is increasing and the lack of tools, too. According to LaRosa and Plump (2017, p. 2) games in classroom are “fast paced and fun, which supports creative energy and student participation.”

Finally, there are the activities that involved movements. These activities sometimes demand a little planning before the lesson (UR; WRIGHT, 2005). The Total Physical Response (TPR) is a method which the students demonstrate their comprehension of a command through movements (WOLFE, 1982). All the methods mentioned before, were analyzed in the Lesson Plans from the Internship IV.

When teaching vocabulary, teachers are increasing the learners’ knowledge. It is important to remember that teaching vocabulary is not only asking students to copy meanings from the dictionary. It involves far more than looking up for words in a dictionary, recognizing them and after that using the words in a sentence. There are many important steps to consider when we want to realize what students know about a word. The scholars may know a clearly and correct meaning of the word. They may know the form, if it is a verb, noun or an adjective, also how the word is pronounced and spelt to be used effectively. Students may also know, if the word follows any grammatical patterns, the connotations, when the word is used or not and how the word is related to other expressions.

2.3 VOCABULARY TEACHING APPROACHES

According to some authors, there are basically three approaches to teach and learn vocabulary: incidental learning, explicit instruction and independent strategy development. When people leave school, they do not stop learning, but they carry on learning throughout life. And most of this learning process happens through experiences outside from formal teaching environments, what is called *informal or incidental learning*. It happens when students acquire something new from reading a book, listening to music, watching television or playing a game. Marsick and Watkins (2001, p.25) remark that:

informal learning is usually intentional but not highly structured. Examples include self-directed learning, networking, coaching, mentoring, and performance planning that includes opportunities to review learning needs. When people learn incidentally, their learning may be taken for granted, tacit, or unconscious. However, a passing insight can then be probed and intentionally explored. Examples are the hidden

agenda of an organization's culture or a teacher's class, learning from mistakes, or the unsystematic process of trial and error.

The next approach is the *explicit instruction*, which is based on specific vocabulary acquisition targets for learners. This approach enables a teacher to build strategies to help the students to achieve the vocabulary they have learned every week. Young-Davy (2014, p. 29) explains that:

[...] this approach is, in fact, a series of tasks that are recycled over the course of the term incorporating multiple exposure, a clear and consistent organization format and use of student input. For each vocabulary item, in this approach the goal is to provide at least three explicit exposures to new target items every week, and at least three exposures to four to five previously learned words every other week.

Finally, *independent strategy development* is often a difficult strategy to carry out successfully. In this approach, the students are able to guess the meaning of a word through context. What the students will learn or not depends on the level of English on their text. The knowledge of vocabulary is only one component of language skills, such as speaking, reading and listening. Vocabulary knowledge enables the students everything they need to communicate, write and listen.

3 METHOD, APPROACH AND TECHNIQUE

In this section, the terms *method*, *approach* and *technique* are discussed. A point of distinction is made between these three terms. A peek through language teaching from the past century gives the teacher varied interpretations of the best way to teach. This variation for language teaching includes different methods, approaches and techniques. According to Brown (2000, p. 14) “the language teaching profession responded to these theoretical trends with approaches and techniques that have stressed the importance of self-esteem, of students cooperatively learning together, [...]” Both of these terms manifest an evolution in search, not so much of didactics, but of the idea teachers make of it.

3.1 METHOD

Generally speaking, method is an overall plan for the orderly presentation of language material, and all of which is based upon, the selected approach. It sometimes might be followed without changes, on the other hand, it might be adapted to the new ideological and technological environments. There are some language teaching methods, grammar translation, direct, audiolingual, audiovisual and communicative method.

The main objectives of Grammar Translation Method are vocabulary and grammar. Martinez (2009, p. 50, our translation) remarks that: “a direct affiliation between didactics of dead languages and modern foreign languages are perceptible with the theorizing [...]”⁴ The fundamental objectives insist students have to know the written language of culture and the intellectual extension. Given that writing holds this position, it is natural that languages called dead languages depend on this method. The activities based on this method, might be a text, followed by the vocabulary and grammar explanations, and finally translations activities.

On the other hand, the Direct Method is taught without translation, lexical explanation, and grammar. It tries to make the students speak the language and not talk about the language. Richards and Rodgers (1999, p. 9) mention some principles and procedures, such as,

classroom instruction was conducted exclusively in the target language, only everyday vocabulary and sentences were taught, oral communication skills were built up in a carefully graded positions [...], grammar was taught inductively, new teaching points were introduced orally, concrete vocabulary was taught through demonstrations, objects, [...], both speech and listening comprehension were taught, and correct pronunciation and grammar were emphasized.

Furthermore, the emphasis of the Audiolingual Method is the acquisition of structures and patterns in common everyday dialogue, and not on the understanding of words. According to Richards and Rodgers (1999, p. 46), “the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns.” The activities are based on repetition and memorization with phonetic correction. First, the students memorize the words and then they retain. This procedure helps

⁴ “Uma filiação direta entre didáticas de línguas mortas e de línguas vivas estrangeiras é perceptível com a teorização [...]” (MARTINEZ, 2009, p. 50)

students to return for these words easily. The repetition is one of the ways to achieve the attachment of a word (MARTINEZ, 2009).

In comparison, the Audiovisual Method is based on sound and pictures. Everything is visual, the vocabulary and grammar are all presented with the use of pictures, which might be flashcards, slides, videos, pictures, and cards. When teachers talk about the Audiovisual Method, it is important to remember that it is not only making a combination between pictures and speech. Martinez (2009, p. 57, our translation) says: “It will be qualified an Audiovisual Method that is not limited to just associating image and sound for didactic purposes, unite them closely so that it is around the association that activities are built.”⁵

Ending this presentation, the Communicative Method is based on the idea that learning language successfully comes through having to communicate real meaning. When the students are involved in a real communication, this will allow them to learn how to use the language and their natural strategies will be used. The activities based on this method are more learner-centered, giving more emphasis on skills than systems, and might be using authentic materials. Helping the students to produce real and meaningful communication.

3.2 APPROACH

There are many different pedagogical lines and trends in education, providing guidelines to teaching action, which usually are called approach. The approaches can be individual for each teacher. Some of them are based on a psychological and philosophical benchmark, others are based on practice or intuition, or even imitation of models, involving different knowledge. Three approaches are discussed in this section, such as, Behaviorist, Cognitive, and Humanist Approach.

Firstly, the Behaviorist Approach is based on the idea that learners respond to stimuli in their environment. The role of the learning is to provide useful and relevant stimuli, therefore, the students respond to and gains the required experience or knowledge. The activities are taught through repetition of a task combined with feedback. According to Brown (2000, p. 22), “if a particular response is reinforced, it then becomes habitual, or conditioned.

⁵ “Será qualificado de método audiovisual aquele que, não se limitando apenas a associar a imagem e o som para fins didáticos, una-os estreitamente, de modo que é em torno dessa associação que se constroem as atividades.” (MARTINEZ, 2009, p. 57)

Thus, children produce linguistic responses that are reinforced. This is true of their comprehension as well as production responses [...]”. The approach is also based on the view that there is one truth that students need to learn, there is one right way and the knowledge is the same for all students. It emphasizes teacher control and the teacher motivate and encourage the students to achieve their objectives.

Secondly, the Cognitive Approach is based on the role of active mind in processing learning opportunities and developing. Yilmaz (2011, p. 205) emphasizes that “[...] the cognitive approach focuses on making knowledge meaningful and helping learners organize and relate new information to prior knowledge in memory.” The learner is viewed as a very active participant in this approach. The learning is concerned about what the students know and how they acquire it. When a student understands how to apply the knowledge in different contexts, then transfer happened. This is a function of how information is stored in memory.

Finally, the Humanist Approach is based on interpersonal relationship and their grown. It encourages them to talk about their attitudes using their language, to think about themselves and others, to use creativity and it influence their positive interaction in class. Arifi (2017, p. 204) mentions about the teacher’s role in this approach: “the teacher in the teaching process not only brings his experience knowledge of subjects and methodology, but also his personality, attitudes and interests for the students.” The activities based on the humanist approach, it is considered a natural process, which is performed trough interaction with the environment.

3.3 TECHNIQUE

At first glance, a technique includes all tasks and activities that comes from a procedure. The procedure is the step-by-step to perform the method. The technique is an implementation, so it must be in harmony with an approach likewise a method. There are different techniques for each method, but it is important to remember that each teacher can adapt his/her technique based on the method. The techniques for the Grammar Translation, Direct, Audiolingual, Audiovisual, and Communicative Methods are listed below. To work with the Grammar Translation Method, Larsen-Freeman (2002) mentions some techniques, which might help teachers to improve their classes. When applying the technique of translating a literary passage, the students read the passage and translate it into their mother language. Another technique is reading comprehension questions, when learners answer some questions based on their understanding of the reading. The use of antonyms and synonyms is

another practice, in which students receive a set of words and they have to find the antonyms or synonyms for the words.

Continuing the list, the use of cognates as a technique requires students to memorize words by learning the spelling or sound patterns. Differently, when fill in the blanks, the students receive a worksheet with a list of sentences, in which some words are missing and they have to complete with new vocabulary. Another practice is memorization; then, the students have to remember the words they have already learned. They are also required to memorize grammatical rules and paradigms. There is also the composition technique, in which the students take a topic to write about in the target language, this topic is usually based on what students have read.

To work with the Direct Method, Larsen-Freeman (2002) states some techniques that teachers can adapt to their own approach to teaching. Reading aloud gives the students the opportunity to read or dialog audibly. Paragraph writing is the technique in which the teacher asks learners to write a paragraph in their own words. The next practice is getting students to self-correct, when the teacher gives the students an alternative to correct what they have already said. Another technique is the conversation practice, then the teacher asks some question and the students have to understand to be able to answer correctly. In dictation, the teacher reads a passage three times: in the first time the students only listen; then pupils listen and complete with what they have heard. Finally, the teacher reads again and the learners check their work. The last technique is the map drawing, in which students receive a drawing of a map and the teacher presents some instructions. The learners have to follow these commands and write what the teacher says in the correct place on the map.

To work with the Audiolingual Method, Larsen-Freeman (2002) points out some techniques that teachers probably know, but they can adapt to this method. Dialog memorization is the first presented and the students have to read the dialog and try to memorize the more the better of it. Then, student A says the sentences from the dialog and the student B cannot look at the paper, he/ she has to remember the sentences. The next practice is the repetition drill in which learners are asked to repeat with the teacher and then as quickly as possible. Single-shot substitution drill is another interesting technique, which the teacher reads a sentence from a dialogue, but missing a word. The students have to repeat the sentence with the word the teacher did not say. The last technique is the use of minimal pairs. The teacher prepares pairs of words that only differ one sound. First, they listen to the teacher and then they have to say what the difference between the words and their meanings is.

To work with the Audiovisual Method, some activities are listed and most of them need pictures or flashcards. Fruit salad is the first activity. In this activity the students sit in a circle and each one choose a fruit flashcard. Before they start, everybody have to show their flashcards and say the words. After that, they are going to put their flashcards faced down on the floor. The first student in a circle say his/ her name and the fruit, the next student have to say the name and the fruit from his/her classmate and then his/her name and fruit. This activity can be worked with any vocabulary topic. Pass the drawing, this is an activity that the teacher chooses a vocabulary topic before start the game. After that, each student received a paper, when the song starts they have to start drawing something from the vocabulary topic the teacher said before. When the song stops, they have to stop their drawing and pass it to the student who is sitting next to them. When the classmates received the paper, they have to continue the drawing. The activity finishes when each students have their own draw.

To work with Communicative Method the interaction of the students become the Method and the Goal of teaching. In order to learn a language, the students have to practice using it to communicate meaning to others. Role-plays are common activities in this method. The students practice the language in a safe environment where the mistakes are no big deal. The teacher can adapt the role-play according to their level and vocabulary topic. Objectified, in this activity, the teacher can choose a topic to work on it, but it can also include all the vocabulary the students have learned. The students have to use the target language to describe the flashcards they have and give plenty of hints. Therefore the class can guess and discover what the object is.

4 LESSON PLANS DESCRIPTION

In this section, the lesson plans from the Internship Portfolio are analyzed. The analysis is made only with the activities to introduce or review vocabulary. There were ten classes and two hours per classes. To facilitate the reading of this paper, the activities under analysis are written in bold.

4.1 LESSON PLAN 1

In the first class, students were able to identify and recognize our “workshop theme”, which was *Culture around the World through English*. To introduce it, the teacher⁶ prepared

⁶ The term “the teacher” is used instead of “I” or the paper’s author’s name.

some flashcards of the theme. These flashcards were about family, numbers, world map, food, colors, teas and spices. The teacher put the flashcards on the wall with a black paper covering them, but only a part of the picture was not covered. They stood up and picked the pictures, and then they put them on the board with the correct name. And in these words the activity in analysis was described.

4.1.1 Lesson Plan Template

Group: Seniors		Date: September 15th	Time: 2 hours
Aims: At the end of this class, students are going to be able to present each other, count until 100 and identify our workshop theme.			
Possible difficulties: They may have some difficulties in the activity that they have to match the picture with the name and with the numbers song.			
Materials to be used: ball, flashcards and worksheet.			
Stage	Timing	Activity	Procedures
1	20	Introduction	Talk about the workshop- explain them how it's going to work, but I'm not going to say the theme now.
2	30	Get to know each other	In this icebreaker, I'm going to write some information about me on the board. For example: 21, blue, Ballardin, horse, dog, Isadora, São Marcos, Rostirolla and Canada. In L1 they're going to make questions for my answers. Then we are going to make a big circle, and now it is time to get to know each other. I'm going to introduce them two questions: What's your name? and, How are you? Before we do the activity, we're going to repeat a lot. After, with a soft little ball they're going to throw each other and ask these questions.
3	30	Theme	Now, it's time to know the theme of our workshop. They're going to work in groups. I'm going to put some pictures on the walls and the name of the pictures on the board. These pictures are going to be covered by a black paper and only one piece of the picture will not be covered. They have to stand up and pick up the pictures and put them on the board next to the name. (appendix 1). After that, I'm going to introduce the words (map, cupcake, family, numbers, spaghetti, colors, spices and tea). And talk about our culture classes.
4		Introduce	Introduce numbers 1 to 100 writing them on the board. They're going to receive a worksheet (appendix 2) with the numbers and while we're repeating the numbers they're going to complete. After that we're

	40		going to sing a song with numbers. In a circle, I'm going to put the flashcards in front of them and we're going to sing a song. "ATTENTION, CONCENTRATION LET'S PLAY WITH (NUMBERS)..."
--	----	--	--

CHART 1: Lesson Plan Template 1

SOURCE: Produced as part of the report from Internship IV, adapted from Oxford University Press (2008)

4.1.2 Appendix – Lesson Plan 1

This appendix was used in the highlighted activity above to introduce the theme of the workshop.

Picture 2: Flashcards to introduce the theme of the workshop.



Source: Google images

4.2 LESSON PLAN 2

In the second class, students were able to present each other and count until one hundred. The numbers (one to one hundred) were introduced. The students received a worksheet with all the numbers, but some numbers were not completed. The teacher wrote the numbers on board and asked students to repeat. While the teacher was writing the numbers, they completed the worksheet. To practice pronunciation more, we played a game. In this game, the students were in a circle and, in front of them on the floor, there was a flashcard with a number. And we started the game saying: “attention, concentration, let’s play with numbers...” The teacher started singing this sentence and the other students had to say their numbers that were on flashcards and clap their hands.

4.2.1 Lesson Plan Template

Group: Seniors		Date: September 22nd	Time: 2 hours
Aims: At the end of this class, students are going to be able to present each other and count until 100.			
Possible difficulties: They may have some difficulties to remember the questions from last class and put the questions in the correct order.			
Materials to be used: balloons, colorful paper, ball and worksheets.			
Stage	Timing	Activity	Procedures
1	30	Review	Review questions from last class (How are you? and What’s your name?). To review these questions, in a balloon they are going to write their names and draw a happy face if they are fine or a sad face if they are not good today. After that, they are going to throw the ball and ask each other the questions and put the balloon in front their face to answer the questions. I am going to do the same activity from last class, because there were only three students.
2	10	Theme Workshop	Talk about the theme of our workshop, showing them the flashcards.

3	40	Introduce	Introduce numbers 1 to 100 writing them on the board. They are going to receive a worksheet (appendix 1) with numbers and while we are repeating them, they are going to complete. After that, we are going to sing a song with numbers. In a circle, I am going to put the flashcards in front of them and we are going to sing a song. “ATTENTION, CONCENTRATION LET’S PLAY WITH (NUMBERS)...”
4	40	How old are you?	I am going to introduce the question How old are you? Now, they are going to write their ages in the balloon and ask each other. They are going to work in pairs and put the questions in the correct order. Then write the answers. (appendix 2)
Homework: Numbers- word search			

CHART 2: Lesson plan template 2

SOURCE: Produced as part of the report from Internship IV, adapted from Oxford University Press (2008)

4.2.2 Appendix- Lesson Plan 2

This appendix was used in the third activity of this lesson plan template to introduce the numbers (one to one hundred). While the teacher was introducing the numbers, the students were completing the missing words. The last activity (word-search) was a homework task.

Picture 3- Worksheet of numbers (one to one hundred)

NUMBERS 1 TO 100!	
1-ONE	16-_____
2-TWO	17-SEVENTEEN
3-_____	18-EIGHTEEN
4-FOUR	19-NINETEEN
5-FIVE	20- TWENTY
6-_____	21- TWENTY- ONE
7-SEVEN	30- _____
8-EIGHT	40- FORTY
9-_____	50- _____
10-TEN	60- SIXTY
11-ELEVEN	70- _____
12-_____	80- EIGHTY
13-THIRTEEN	90- _____
14- FOURTEEN	100- ONE HUNDRED
15-FIFTEEN	

NUMBERS	WORD LIST
H F O R T Y J O	ONE
S H U N D R E D	HUNDRED
N E H K E T T F	TWENTY
S I V G N H W I	NINETY
I G N E C I E F	FIFTY
X H T E N R N T	SEVENTY
T T E I T T T Y	EIGHTY
Y Y N W V Y Y M	FORTY
	SIXTY
	TEN
	THIRTY

Source: <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp> Accessed on September 14th, 2017

4.3 LESSON PLAN 3

In the third class, the teacher reviewed the numbers playing bingo. When the teacher told them that the game was bingo they were very happy and motivated. So, the teacher started saying the numbers in English and sometimes they had difficulty to recognize the numbers and asked the teacher to say in Portuguese, when they were in doubt the numbers were written on the board.

Also in this class, the colors were introduced. To present them, the teacher put the colors flashcards at one side of the board and the colors name flashcards at the other. And before we started repeating them, the students had to stand up and match the color with the name. After that, the teacher pointed to the color flashcard and said the color in English and the students repeated. To practice it more, they received a worksheet with some circles to color. So, the students had to color the circle and write the words in English. Almost all the colors were matched with the correct name. And the second part of the activity was to color the circles.

4.3.1 Lesson Plan Template

Group: Seniors		Date: September 29th	Time: 2 hours
Aims: At the end of this class, students are going to be able to present each other, count until 100 and identify colors.			
Possible difficulties: They may have some difficulties to remember the questions from last class and numbers.			
Materials to be used: colorful paper, bingo, flashcards and worksheets.			
Stage	Timing	Activity	Procedures
1	50	Review	Review numbers (1 to 100) that we saw last class, checking the homework. Then we are going to count the numbers together. To finish our review, we are going to play bingo with numbers and sing the song.
2	20	Review	Review questions from last class. Teacher says in Portuguese and students say the questions in English. Ask them “how are you, today?”

3	50	Introduce	<p>Introduce colors: red, yellow, green, blue, black, white, pink, purple, orange, gray, brown, dark and light. Put the flash cards on the board at one side and the name of the colors at the other side. Ask them to stand up and match the words with the colors. After that, they are going to receive a worksheet (appendix1) with some circles. In this activity, they are going to color the circles and write the colors. Then I am going to introduce “What’s your favorite color?” They are going to ask each other and show the flashcard. To practice it, they are going to say their names and their favorite colors. For example: Isadora blue, the next student have to say, Isadora blue, Maria red. Explain the homework.</p>
Homework: Colors- Crossword (appendix 2)			

CHART 3: Lesson plan template 3

SOURCE: Produced as part of the report from Internship IV, adapted from Oxford University Press (2008)

4.3.2 Appendix- Lesson Plan 3

In this class, the students received two worksheets. The first one was to introduce the colors. To introduce it, the teacher asked what colors the students already knew in English, after that the teacher used the color flashcards with the words they have already said. Therefore, the teacher put the flashcards on the board and the students had to color the circles that are on the worksheet according to the board. The second worksheet was homework about colors.

Picture 4: Colors

COLORS

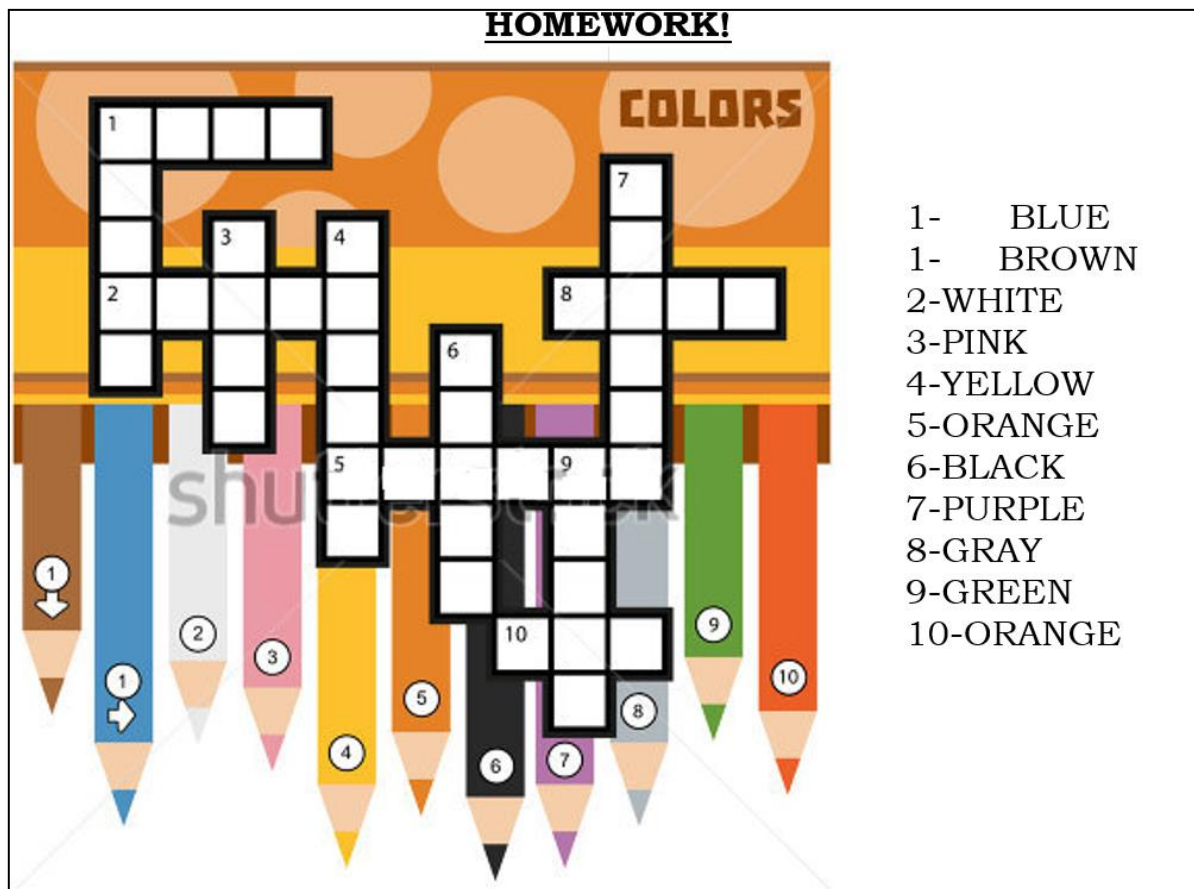
LET'S COLOR. THEN WRITE.

*DARK

*LIGHT

Source: Google Images

Picture 5: Colors- Homework



Source: <https://www.dreamstime.com/stock-illustration-vector-color-crossword-colored-pencils-education-game-children-primary-colors-image73796498> Accessed on September 23rd, 2017

4.4 LESSON PLAN 4

In the fourth class, to review the vocabulary of color and numbers we played a game with badge and cards. In this game, students received a badge with a number on it and a card with a color and a number. The teacher had to say the number and color that had in the card and the student who had this number and color in the badge have to take the card.

Therefore, they practiced a lot with this game, because they have to remember the colors and the numbers. And the most important part, they must listen and pay attention to see who had his/ her card. We finished the game and they asked the teacher to play one more time. After that, we played another game to review colors. Student 1 had to say his/ her favorite color. Student 2 had to say the name and the favorite color of the classmate that said before. Then, student 2 had to say his/her name and favorite color.

4.4.1 Lesson Plan Template

Group: Seniors		Date: October 6th	Time: 2 hours
Aims: At the end of this class, students are going to be able to present each other, count until 100, identify and recognize colors.			
Possible difficulties: They may have some difficulties to remember the numbers and to recognize the colors.			
Materials to be used: colorful paper, laptop, projector, flashcards, game cards and homework worksheet.			
Stage	Timing	Activity	Procedures
1	20	Check	Check the homework (crossword) from last class. In this activity, the students are going to write their answers on the board. Then, I am going to show the flashcard and they have to say the color.
2	40	Review	We are going to play Kahoot to review questions, numbers and colors. Each question one student is going to read the question and the other students is going to read the correct answer.
3	40	Game	We are going to play a game of badges and cards. Each students is going to receive a badge with a colorful badge with a number and a card with a number and color. I am going to start, saying the color and number that I have in my card. The student who has the badge is going to receive my card. Then, he/ she is going to talk about his/ her card. We are going to review the song (attention, concentration let's play...) with the flashcards of colors and numbers. Finally, to finish our review they are going to say their names and favorite colors. For example: Isadora blue, the next student have to say, Isadora blue, Maria red. Explain the homework.
4	20	Introduce	Introduce Canada with slides. Talk about the location, typical food, language, capital city and curiosities. Show my pictures.
Homework:			

CHART 4: Lesson plan template 4

SOURCE: Produced as part of the report from Internship IV, adapted from Oxford University Press (2008)

4.5 LESSON PLAN 5

In the fifth class, the students were able to present each other, count until 100, identify and recognize colors, spell their names and recognize the alphabet pronunciation. We played *Kahoot* to review some questions such as “What’s your name?”, “How old are you?”, “How are you?”, “What’s your favorite color?” colors and numbers. It is a game based classroom response system played by the whole class in real time. Multiple-choice questions were projected on the screen. Students answered the questions with their smartphone, tablet or computer.

After that, the teacher introduced the alphabet. To introduce it, the students received a worksheet with all the letters and their phonetic symbols. The teacher was writing the letters on the board and asking the students to repeat. Then, the question “How do you spell...?” were introduced. The students in pairs had to stand up, look for the words on the wall and spell it for their classmate.

4.5.1 Lesson Plan Template

Group: Seniors		Date: October 20th	Time: 2 hours
Aims: At the end of this class, students are going to be able to present each other, count until 100, identify and recognize colors, spell their names and recognize the alphabet pronunciation.			
Possible difficulties: They may have some difficulties to remember the numbers and to recognize the colors. Also, with the pronunciation on the alphabet.			
Materials to be used: laptop, projector, colorful flashcards and objects from Canada.			
Stage	Timing	Activity	Procedures
1	40	Review	We are going to play Kahoot to review questions, numbers and colors. Each question one student is going to read the question and the other students is going to read the correct answer.
2	40	Introduce	Introduce Canada with a power point. Talk about the location, typical food, language, capital city and curiosities. Show my pictures and the things that I have from Canada.

3	40	Introduce	Introduce the Alphabet (annex 1). Teacher says the letters and they repeat. After that, to practice the alphabet I am going to introduce “How do you spell your name?” They are going to ask each other and answer. Then I am going to show the colors flash cards and ask them “How do you spell “blue”?”
Homework:			

CHART 5: Lesson plan template 5

SOURCE: Produced as part of the report from Internship IV, adapted from Oxford University Press (2008)

4.5.2 Appendix- Lesson Plan

This appendix was used to introduce the alphabet. The teacher said the letters and the students repeated. Then the teacher said a letter and the students had to point to the correct letter at the worksheet.

Picture 6: Alphabet pronunciation

Alphabet Pronunciation				
A	B	C	D	E
[eɪ]	[bi:]	[si:]	[di:]	[i:]
F	G	H	I	J
[ef]	[dʒi:]	[eɪtʃ]	[aɪ]	[dʒeɪ]
K	L	M	N	O
[keɪ]	[el]	[em]	[en]	[əʊ]
P	Q	R	S	T
[pi:]	[kju:]	[a:]	[es]	[ti:]
U	V	W		
[ju:]	[vi:]	['dʌbəlju:]		
X	Y	Z		
[eks]	[waɪ]	[zed/zi:]		

EnglishClub.com

4.6 LESSON PLAN 6

In the sixth class, the alphabet and colors were reviewed. Before starting the game, the teacher divided the students in two groups of four students. In this game, the students had to look at the flashcard and spell the color. Then the students had five minutes to think of five words that they already know and write them down a paper. Group A had to spell all the five words to group B, and group B had to write all this words on the board. Then, change turns. Finally, the teacher introduced the family members using a picture of her family and the students received a worksheet to complete. While the pictures of the teacher were showed, they were completing their worksheet and repeating the words.

4.6.1 Lesson Plan Template

Group: Seniors		Date: October 27th	Time: 2 hours
Aims: At the end of this class, students are going to be able to present each other, count until 100, identify and recognize colors, spell their names, recognize the alphabet pronunciation and identify the family members.			
Possible difficulties: They may have some difficulties to remember the pronunciation of the alphabet and to recognize the family members.			
Materials to be used: laptop, projector and family worksheet.			
Stage	Timing	Activity	Procedures
1	30	Review	Review the alphabet using the colors and numbers flashcards. I am going to show the flashcards and ask them “How do you spell <u>blue</u>?” Then, in groups, they are going to spell the words and one student of the group should write the word on the board.
2	40	Introduce	Introduce Dubai with a power point. Talk about the location, typical food, language and curiosities. Ana is going to travel to Dubai next week, so she is going to share some information about Dubai.
3	40	Introduce	Introduce family members (appendix1) use a power point with pictures of my family. Then, they are going to do the activity from the worksheet. They have to complete the family tree and complete the sentences. Then, say.

Homework:

CHART 6: Lesson plan template 6

SOURCE: Produced as part of the report from Internship IV, adapted from Oxford University Press (2008)

4.6.2 Appendix- Lesson Plan 6

The appendix below was used to introduce the family members. The teacher showed some pictures of her family, saying the family members in English and the students had to guess. After that, they completed the worksheet.

Picture 7: Family members

<u>FAMILY MEMBERS!</u>	
FATHER- _____ BROTHER- _____ UNCLE- _____ SON- _____ HUSBAND- _____ GRANDFATHER- _____ GREAT GRANDFATHER- _____ GRANDSON- _____ GREAT GRANDSON- _____ FATHER-IN-LAW- _____ SON-IN-LAW- _____ BROTHER-IN-LAW- _____ NEPHEW- _____ COUSIN - _____	MOTHER- _____ SISTER- _____ AUNT- _____ DAUGHTER- _____ WIFE- _____ GRANDMOTHER- _____ GREAT GRANDMOTHER- _____ GREAT GRANDDAUGHTER- _____ MOTHER-IN-LAW- _____ DAUGHTER-IN-LAW- _____ SISTER-IN-LAW- _____ NIECE- _____



COMPLETE THE FAMILY TREE!

MY MOTHER'S NAME IS _____

MY FATHER'S NAME IS _____

MY _____'S NAME IS _____

MY _____'S NAME IS _____

MY _____'S NAME IS _____

MY _____'S NAME IS _____

Source: <http://www.clipartbest.com/clipart-LiKrGjdaT> Accessed on October 20th,2017

4.7 LESSON PLAN 7

In the seventh class, the alphabet and family members were reviewed. To do it so, the students received some cards of the letters. On the board, the teacher put little pieces of papers with how we say the letters.

Firstly, they had to stand up and match their cards with the pronunciation of each letter. Then, they had to show their cards and say the letters. The letters were on the board and while the teacher was checking if they matched it right, the students were following their worksheet and repeating. The teacher started reviewing the family members playing Hangman with the group. And remembering the students, that they can only say the letters in English to play the game. The teacher did not have time to introduce the kitchen utensils vocabulary.

4.7.1 Lesson Plan Template

Group: Seniors		Date: November 10th	Time: 2 hours
Aims: At the end of this class, students are going to be able to present each other, count until 100, identify and recognize colors, spell their names, recognize the alphabet pronunciation, identify the family members and appoint the kitchen utensils.			
Possible difficulties: They may have some difficulties to remember the pronunciation of the alphabet and the family members.			
Materials to be used: laptop, projector and kitchen utensils worksheet.			
Stage	Timing	Activity	Procedures
1	40	Review	<p>Review the alphabet. Give each group different letters card. The group have to stand up and find the piece of paper that has the sound of their letters. They will have some minutes to do the activity. The group who finds all the sound first, is the winner.</p> <p>Review family members and the alphabet with the hangman game. Therefore, at each word that they will find they have to make a sentence. For example, the word is “granddaughter” they have to say, my granddaughter name’s is Maria. When we finish the review, we are going to check the homework.</p>
			Introduce Italy with a power point. Talk about the location, typical food, language and curiosities.

2	40	Introduce	
3	40	Introduce	Introduce kitchen utensils (appendix 1). Use a power point with pictures. Teacher shows the pictures and say the word in English. They have to repeat and write the numbers at the worksheet.
Homework: Bring a photo of your family.			

CHART 7: Lesson plan template 7

SOURCE: Produced as part of the report from Internship IV, adapted from Oxford University Press (2008)

4.8 LESSON PLAN 8

In the eighth class, the family members were reviewed. The students brought a picture of their families, so they sit in a circle to present their pictures. They had to point at their family members and say “This is my... his/ her name is...” Then, the kitchen utensils were introduced. The students received a worksheet with only the pictures of the vocabulary.

After that, the teacher used slides with only some parts of the picture and the students have to guess. When they guessed, they repeated and completed the worksheet.

4.8.1 Lesson Plan Template

Group: Seniors		Date: November 17th	Time: 2 hours
Aims: At the end of this class, students are going to be able to present each other, count until 100, identify and recognize colors, spell their names, recognize the alphabet pronunciation, identify the family members and appoint the kitchen utensils.			
Possible difficulties: They may have some difficulties to remember the pronunciation of the alphabet and the family members.			
Materials to be used: laptop, projector and kitchen utensils worksheet.			
Stage	Timing	Activity	Procedures
1	40	Review	Review family members with the pictures of their family. They are going to show their pictures and talk about it. For example: this is my mom, her name is
2	40	Introduce	Introduce kitchen utensils (appendix 1). Use a power point with pictures. Teacher shows the pictures and say the word in English. They have to repeat and write the numbers at the

			worksheet.
3	40	Introduce	Introduce France with a power point. Talk about the location, typical food, language and curiosities
Homework:			

CHART 8: Lesson plan template 8

SOURCE: Produced as part of the report from Internship IV, adapted from Oxford University Press (2008)

4.8.2 Appendix- Lesson Plan 8

The appendix used in this class was to introduce the kitchen utensils. The teacher introduced it with just some parts of the pictures in slides and the students had to guess. Then, complete the worksheet.

Picture 8: Kitchen utensils – Vocabulary

KITCHEN UTENSILS- VOCABULARY

1- Bowl	11-Plate
2- Measuring cup	12- Glass
3- Frying pan	13- Rolling pin
4- Knife	14- Baking tray
5- Fork	15- Ladle
6- Spoon	16- Grater
7- Cutting board	17- Strainer
8- Pot	18- Napkin
9- Kettle	19- Whisk
10- Spatula	20- Blender

1-Look at the pictures and write the numbers.

Source: Google images

4.9 LESSON PLAN 9

In the ninth class, the kitchen utensils were reviewed and the tea and spices were introduced. To review the kitchen utensils, the students played *Kahoot*. and after that, in pairs they picked up some flashcards that are on the table and make sentences about the cards and shared with the group. The sentences were about the kitchen utensils and their colors.

Finally, the students received a worksheet to complete with the spices and teas. The pictures of this vocabulary were on the board, so the students have to stand up and match the pictures with a card that contains the picture and the name. Then, the teacher checked it and the students write the vocabulary on the worksheet.

4.9.1 Lesson Plan Template

Group: Seniors		Date: November 24th	Time: 2 hours
Aims: At the end of this class, students are going to be able to recognize kitchen utensils and identify the spices and tea.			
Possible difficulties: They may have some difficulties to remember the kitchen utensils vocabulary and to recognize the spices and tea.			
Materials to be used: laptop, projector, cellphone, spices and tea worksheet.			
Stage	Timing	Activity	Procedures
1	40	Review	Review kitchen utensils- playing kahoot. Then teacher shows the picture from power point, and they have to make a sentence talking about the color.
2	40	Introduce	Introduce Netherlands with a power point. Talk about the location, typical food, language and curiosities.
3	40	Introduce	Introduce spices and tea vocabulary (appendix1)
Homework:			

CHART 9: Lesson plan template 9

SOURCE: Produced as part of the report from Internship IV, adapted from Oxford University Press (2008)

4.9.2 Appendix- Lesson Plan 9

The last content of the workshop was introduced in this class. The students received a worksheet with some pictures of spices and tea. The same pictures were on the board the students had to stand up and match the pictures with the names. After that, the teacher checked together with the students and they completed the worksheet.

Picture 9: Spices and tea- vocabulary



Source: Google images

4.10 LESSON PLAN 10

In the tenth class, all the vocabulary topics explored during the workshop were reviewed by playing *Kahoot*. After the game, spices and tea vocabulary were revised by tasting and smelling real versions of them. The students had to take one favour and say the name in English. Then, the teacher showed the flavors and they had to say, repeating the vocabulary many times. At the end of the class, students had a teatime, where they chose some tea and say what they were drinking. The students also brought to the class some typical Italian food.

4.10.1 Lesson Plan Template

Group: Seniors		Date: December 1st	Time: 2 hours
Aims: At the end of this class, students are going to be able to recognize kitchen utensils and identify the spices and tea.			
Possible difficulties: They may have some difficulties to remember the kitchen utensils and the spices and tea vocabulary.			
Materials to be used: laptop, projector, cellphone and real spices and tea			
Stage	Timing	Activity	Procedures
1	40	Review	Review everything that we saw since the first day, playing Kahoot. They are going to review the greetings, colors, numbers, alphabet, family members, kitchen utensils, spices and tea and countries.
2	40	Review	Review the vocabulary of spices and tea using the real ones. The students have to close their eyes and touch or smell it and say the word in English.
3	40	Tea time	In the teatime, the students are going to choose a tea and drink. They are going to bring some typical foods that we saw during our classes.
Homework:			

CHART 10: Lesson plan template 10

SOURCE: Produced as part of the report from Internship IV, adapted from Oxford University Press (2008)

5 LESSON PLANS ANALISYS

In this section, the lesson plans from the Internship Portfolio are analyzed. The analysis focus only the activities used to introduce or to review vocabulary. The activities related to these tasks were written in bold in the previous chapter.

5.1 LESSON PLAN 1

In the first class, there was only one highlighted activity. It was the third activity from Lesson plan template 1, used to introduce the theme of the workshop. The teacher put some flashcards on the walls of the classroom, but these flashcards were covered with a black paper and only part of them were appearing. The flashcards were about family, numbers, map of the world, food, colors, tea and spices. All of these topics were worked on the Internship IV. On the board, the teacher put the flashcards with the name of the pictures. Therefore, the students had to match the picture with the correct name. The students worked in pairs. Firstly, the students had to stand up, look for the words on the board and try to memorize the much as they could. Then, they had to look at the pictures flashcards and take only the ones they remembered from the board.

In this activity, their first challenge was presented. Where they first had to look for words, memorize them, look at the pictures flashcards, remember the words they saw before and take the ones they remembered. One of the strategies mentioned were used, the memory strategy. It involves the way students relate the words with some previously learned knowledge, using pictures or grouping.

Learners can create their own mental pictures of a word meaning. According to Schmitt (2008, p. 212) “new words can be learned by studying them with pictures of their meanings instead of definition. Imagery has been shown to be more effective than mere repetition [...]” Another manner of memorize vocabulary is by grouping words, “it is an important way to aid recall, and people seem to organize words into groups naturally without prompting” (SCHMITT, 2008, p. 213).

It might be a very good activity to introduce vocabulary for older people. At this class, all the flashcards were with the correct names and when they saw that they were able to do the activity, the students were very happy and feeling more confident.

5.2 LESSON PLAN 2

In the second class, there was one highlighted activity. The third activity from Lesson plan template 2 was to introduce the numbers one to one hundred. The teacher started asking the students the numbers they already know, and while they were saying the numbers, the teacher was writing them on the board. After that, the students received a worksheet with the numbers one to one hundred. In this worksheet, most of the numbers had the written form, but some numbers the students had to complete. On the board, the teacher wrote all the numbers that the students had to complete at their worksheet. While the students were copying the numbers from the board, they were repeating.

Repetition is the action of doing something again that has already said or written. This method is one of the oldest used to teach a foreign language. When the students repeat, they are practicing and keeping their memory active. According to Webb (2007, p. 48) “[...] large learning gains are likely to occur for words which were repeated eight or more times.” The use of repetition in class is very helpful for students, it improves their pronunciation and can support in achieving functional communication in students’ daily life.

The last part of the activity was to practice the numbers in a different and funny way, so they played a game. In this game, the students received a number flashcard and before they started it, they had to say the numbers that they had. Then, the students make a circle and put their flashcard on the floor, in front of them. The teacher started the game clapping her hands and saying: “Attention, concentration let’s play with numbers...” and the teacher said her number. The student, which was next to the teacher had to keep the rhyme, also clap his / her hands, and say the number. The same happened with the other students.

When students learn a foreign language through rhyme, they might have more facilities to remember the words. There are many benefits of using rhymes in class. This rhymes activities stimulates memory, improves pronunciation, increases your vocabulary, and it is a window for other cultures. Action rhymes can captive older students and help them to associate words and phrases with meanings. It also contributes the students’ learning for many reasons, the repetition, the rhythm, and the most importantly the fun involved in the rhymes (ARA, 2009).

5.3 LESSON PLAN 3

In the third class, two activities were highlighted. The first activity was to review the numbers one to one hundred and the third one to introduce the colors. The teacher started the class reviewing the numbers from last class. First of all, the students repeated the numbers with the teacher. Then, they chose a friend to play bingo in pairs. They received the bingo cards. The teacher called out the numbers from the bingo cards and if the students had the number that the teacher said, they had to put a drawn an “x” on the number. Every time the teacher said a number, all the students repeated.

It is essential to recycle the vocabulary words from the previous classes numerous times. Sometimes, teachers have to vary the activities for this moment, and play a game at the beginning of the class to review might be a great idea. The use of games in class bring some advantages to language learners. It engages all the students in the learning process, it also gives the students an opportunity to cooperate and collaborate with each other, and provides an enjoyable learning experience for them. Tuan (2012, p 260) emphasizes that:

in order to learn and retain new words, learners should participate in different task-based activities in their classroom and such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable.

The third activity from the Lesson plan template 3, the colors were introduced. The teacher put the colors flashcard at one side of the board and the colors’ name flashcards at the other. Firstly, the students had to stand up look for the colors and match with the correct name. Then, the teacher pointed to the flashcards, said the colors, and the students repeated. To practice it more, they received a worksheet with some circles to color. Therefore, the students had to color the circle and write the words in English. At the end of this activity, the students probably had colored and wrote the words easily. They might be able to identify and recognize all the colors they have learned in this class.

5.4 LESSON PLAN 4

In the fourth class, the third activity was highlighted. There were two games, the first, was a game of badge and cards to review colors and numbers. And the second was a memory

game. Before start the game, the teacher reviewed all the colors and numbers from the previous classes with flashcards. First, the students repeated the words after the teacher. Then, the teacher showed all the flashcards and the students had to say the words. Finally, the teacher showed the flashcards and the students had to say which was the missing flashcard. In the last part of the activity, the teacher can remove more than one flashcard, but make sure that the students memorize most of the flashcards. A great idea is to start removing one, the next round two and each round remove one or more. When students have to look, memorize, listen, and repeat it gives them the chance to get a feel for the language through the sounds, the stress, rhythm, and intonation. This type of activity also helps to establish the link between words and meaning, when done in combination with movements, objects or pictures (SCOTT; YTREBERG, 2011).

After the review, the students were ready to start the game. They stood up and made a circle. Each student received a colored badge with a number on it and a colored card with a number. The teacher started saying a color and a number that was in her card, the student who had the color and the number that the teacher said, had to pick up the teacher's card. At the end of the game, all the students had to have their cards according to their badges. This game was very good to reviewed, because the students practiced a lot. They must listen, pay attention to see who had his / her card, and remember the colors and numbers.

The final activity was a memory game without cards. In this game, the students were sited in a circle, because they followed a sequence. The teacher started saying her favorite color, for example: Isadora – blue. The student who was next to the teacher had to say the teacher's name, the teacher's favorite color, his/ her name, and favorite color. The game finishes when everybody said the name and the color of the classmates and their favorite color and name. This kind of activity is considered Five Minute Activities (UR; WRIGHT, 2005), and these are the activities that demand the minimum of preparation before the lesson. Some activities are designed to be completed in five minutes, but others can be lengthened.

5.5 LESSON PLAN 5

In the fifth class, two activities were highlighted from the Lesson Plan Template 5. The first activity was a game to review questions, numbers and colors. The third activity was to introduce the alphabet. The class started with the *Kahoot!* game to review some question such as “What's your name?”, “How old are you?”, “How are you?”, “What's your favorite

color?”, colors, and numbers. According to LaRosa and Plump (2017, p. 2) “*Kahoot!* is an online global educational brand that offers a free student response platform resembling the popular trivia game *Quizzo*.” It is a game based on classroom response system played by the whole class in real time. Multiple-choice questions were projected on the screen and the students answered the questions with their smartphone, tablet or computer. This game is a great tool to review vocabulary, because all ages can play it. When the game is prepared for older people, the time that they have at each question to choose the correct option might be more than one minute. Therefore, they have enough time to read the question, the alternatives, and then choose one.

After this activity, the teacher introduced the alphabet. To introduce it, the students received a worksheet with all letters and their phonetic symbols. The teacher started writing the letters on the board and asking students: “How do you say this letter in English?” Some letters the students already know, and every time they said a letter, everybody repeated. Then, the teacher introduced the question “How do you spell ...?” In pairs, the students had to stand up look for the words flashcards around the classroom and spell it to their classmate. According to Carreker et al. (2009, p. 6) “[...] learning to spell is essentially a matter of rote memorization.” The students might have difficulty to remember all the letters in the first time; they can use the alphabet worksheet.

5.6 LESSON PLAN 6

In the sixth class, there were two highlighted activities. The first activity was to review the alphabet and colors. And the third activity from Lesson Plan Template 6 was to introduce the family members. The class started with the alphabet review. The teacher wrote some letters on the board, but the letters were not in order. So, the students had to say the letters in the correct order. After that, the students worked in groups, and they had to think of five words, it could be anything. The first group to start had to spell the five words to the other group, and the other group had to write the words on the board. Then, they changed turns. The review finishes with the color activity. In the same groups, the students had to look at the flashcards and if they know the color, they had to press the buzzer and spell the word. The first group to press the buzzer, had the chance to spell the word. If group A had pressed the buzzer first and spelled it wrong, group B can try to spell.

The final activity of this class was to introduce the family members. The teacher started showing some pictures of her family and asking the students: “Who is this?” and the students said in Portuguese. Each slide the teacher introduced a family member and the students repeated. They received a worksheet with the family members written in English and they had to complete with their names in Portuguese. While, they were completing the worksheet, they were repeating, too. The activity was based on the strategy of word lists; it is one of the oldest strategies to teach and learn vocabulary. According to Paiva (2005, p. 14, our translation) “The list of words can be accompanied by synonyms, antonyms, translation or definitions.”⁷ It help the students to memorize the vocabulary, while the students repeated the words in English they were also writing them.

5.7 LESSON PLAN 7

In the seventh class, the first activity of Lesson Plan Template 7 was highlighted. The activity was divided into two parts. One to review the alphabet and the other to review family member. The class started with the activity to review the alphabet. The teacher put on the board the letters cards mixed with the sounds cards. In groups of four students, the students had to stand up look for the letters card and match with the sound ones (Picture 10 – Activity about the Alphabet). When they finished, they had to say the letters they have matched.

This activity was based on the Total Physical Response (TPR) Method, created by Dr. James J Asher. According to Wolfe (1982, p. 2) “TPR is a teaching strategy that uses the imperative form to teach vocabulary and grammar.” The teacher started saying a word or a phrase and the students all do the action. The TPR activities can be used to teach and practice many things. Vocabulary connected with actions, classroom language, imperative instructions, and storytelling. In this class, TPR was used to practice the alphabet.

The second part of the activity was a game to review family members. The game was “Hangman”. According to Oxford English Dictionary, “Hangman is a game for two in which one player tries to guess the letters of a word, the other player recording failed attempts by drawing a gallows and someone hanging on it, line by line.” When the students guessed all

⁷ “As listas de palavras a serem aprendidas podem aparecer acompanhadas de sinônimos, antônimos, de tradução ou de definições.” Paiva (2005, p. 14)

the letters of a word, they had to make a sentence. If the word was “mother”, they had to think of a sentence with the word and say it for all group, for example: My mother’s name is Eliane.

Picture 10- Activity about the Alphabet



Source: taken by this Final Paper author

5.8 LESSON PLAN 8

In the eighth class, there were two highlighted activities. The first activity from the Lesson Plan Template 8 was to review the family members. The third activity was to introduce the kitchen utensils. The students brought a picture of their families, but before their start presenting it, the teacher reviewed the family members using flashcards. The teachers

showed the flashcards and the students repeated. Then, they were in a circle. They started talking about their pictures saying: “This is my... his/ her name is ...” According to Paiva (2005, p. 18, our translation) “The visual resource constitutes a good strategy of memory, since it associates a concept with an iconic form.”⁸ When the students, talk about a topic that is familiar for them is much easier to remember the vocabulary involved, and putting pictures together helps them a lot.

The last activity was to introduce the kitchen utensils. The students received a worksheet with the kitchen utensils names on the top and the pictures under it. The students had to write the number in the correct picture. To do it, the teacher used slides with some parts of the pictures and the students have to guess. When, they guessed they said in Portuguese and the teacher asked them to guess the name of the object in English. After, that the students completed the worksheet and repeated. The activity was based in the independent strategy development (YOUNG-DAVI, 2014); in this approach, the students are able to guess the meaning of a word through context.

5.9 LESSON PLAN 9

In the ninth class, there were two highlighted activities. The first one was to review the kitchen utensils and the third was to introduce the spices and tea vocabulary. The class started with a review of the kitchen utensils. The teacher started showing them the flashcards of the kitchen utensils and they were repeating. Then, they played a game, *Kahoot!* The students played it in pairs. The students might have difficulty to remember all the words from last class, so they can use their worksheet to play the game. After that, the teacher showed the slides of the kitchen utensils. In the same pairs, the students had to look and make a sentence about the picture, for example: “The bowl is white.”

Finally, the spices and tea vocabulary were introduced. There were some pictures on the board about the vocabulary, but these pictures were covered with a black paper and only a part of it was turned up. The students had to match the pictures with a card that contains the whole picture and the name of it. After that, they received a worksheet to complete with the name of each spice and tea. The class finished with the students repeating the words. The use

⁸ “O recurso visual constitui uma boa estratégia de memória, pois associa um conceito a uma forma icônica.” Paiva (2005, p. 18)

of cards in class are a very good tool. The teacher can use them to introduce or to review vocabulary, and it can be about different topics. And there are a huge variety of activities using cards, in this class the students had to match the pictures cards with the names cards, but they can also look for the students who have the same card as they, or the answer of their card. (HARMER, 2005, p. 140)

5.10 LESSON PLAN 10

In the last class, a review was made with all the vocabulary that the students learned during the workshop. The review was about greetings, colors, numbers, alphabet, family members, kitchen utensils, spices and tea, and countries. The students played *Kahoot!* in pairs. The final activity was to review the spices and tea; it was a guessing game. The teacher brought real spices and tea. In this game, the students had to smell a flavor or touch one and say the name in English. After the guessing game, the teacher showed all flavors and the students repeated. Using real objects in a classroom to review or introduce vocabulary, might make the learning experience more memorable for the learner. Harmer (2001, p. 140) remarks that: “[...] real or lifelike items are very useful for teaching the meanings of words.” It can be much more affective for students if they can touch, see, smell and see the real objects at the same time as hearing the new word.

6 SOME RESULTS OF USING VOCABULARY TO INCREASE OLDER PEOPLE LESSONS

In this section, some results of using vocabulary to increase older people lessons are presented. The results were analyzed through the plans, the classes, the groups, the methods, approaches, and the techniques used in classes. Putting all these terms together to analyze how the classes helped older people to boost their knowledge.

In the first class and ninth class, the activities to introduce the workshop theme and review the kitchen utensils were based on the Audiovisual Method. Both activities the students had to look for words, memorize them, and look at the pictures. Then, match the pictures with the words. This kind of activity is good for introduce or review vocabulary and teachers can also adapt according to the vocabulary topic. Teachers can change the activity

into a game, memory game. One set of pictures cards and the other might be words, phonetic symbols, pictures, and meaning/ definition. For the students of Internship IV, the activity was very useful and fun. It was a different kind to show them what they would learn in the workshop. The students were very happy at the end of the activity, because they saw that they were able to memorize everything and do it. When they have a challenge and at the end of it they see that they are able to do, it motivates them a lot. Especially, at this age, sometimes they think that they cannot learn new words and memorize them. They were surprised.

In the second class and third the activities used to introduce and review the numbers was based on the Audiolingual Method. The first activity to introduce the numbers, the students had to listen to the teacher and repeat. Then, they practice the numbers with a rhyme. The use of repetition and rhymes are very common for this method. Therefore, they learned the numbers without translation. Teachers sometimes have to take care for this repetition does not become repetitive and monotonous activity. The second activity was Bingo game. Teachers can work on any topic with this method, the variety of activities are big. For the Internship IV students the repetition and rhyme worked very well. Especially, the rhyme activity. The use the foreign language in a natural and funny way, without realize that they were speaking another language. When the students finished they asked the teacher do it one more time and if it was possible to do it again the next class, too.

In the fourth class, an activity to review colors and numbers was based on the Audiovisual Method. The students had to look for the flashcards, memorize them, and then say which flashcards were missing. For the group, the teacher showed the flashcards many times before start removing them. In the first time that the teacher removed one, they had difficulty to remember what the missing one was. So, the teacher showed all the flashcards again and then she could start the activity. They played the game in pairs and it was funny to see them the colors and numbers in English that the teacher have already showed the flashcards. Sometimes they do not realize that they were saying the colors and numbers without looking at the worksheet. This is a good activity to review vocabulary and it can be used with any vocabulary topic. The students practice a lot.

In the fifth class, the activity to introduce the Alphabet was based on the Direct Method. The students received a worksheet with all letters and their phonetic patterns. The students repeated with the teacher many times and then they had to stand up, look for a word and spell it to his/ her classmate. For the group, sometimes they had to stand up five times for the same word. It is a very good activity to work with letters. The students have to stand up,

walk, look for a word, memorize it and then remember the letters to say to his/ her classmate. They might have difficulty to remember the letters, so they can look at their worksheet.

In the sixth class, an activity to introduce the family members was based on the Grammar Translation Method. The students received a worksheet with the name of the family members in English and they had to write them in Portuguese. When the students have to translate the words to the foreign language or to their mother language they practicing the written form. This activity can be worked with any vocabulary topic. What the teacher suggests is that instead of using the words in English, they write in Portuguese, use pictures, and they only have to match. With this group they take a long time to write.

In the seventh class, the activity to review the alphabet was based on Total Physical response (TPR) Method. The students were divided into two groups. On the board there were the letters cards mixed with the sounds cards. They had to stand up and match the letters cards with the sounds cards. Then say the ones they matched. The activities based on this method have the purpose to create a brain link between action and speech to boost vocabulary learning. Especially, when the students are older people the more opportunities they have to practice and memorize vocabulary, the more they are able to remember it later.

In the eighth class, the activity to review the family members was based on the Communicative Method. The students brought to the class some pictures of their families and they had to talk about their pictures. They had to remember to use the structure and word in English. For the group the activity was much easier than the teacher was thinking. When the teacher prepared it, she thought that it could be hard for them to make the sentences in English talking about their families. On the other hand, the activity was a success. At this age, they have many relatives, so the activity take a little longer than was on the Lesson Plan.

In the tenth class, the activity to review the spices and tea vocabulary was based on Audiovisual Method. Before the teacher starts the activity, she reviewed the vocabulary with flashcards. After that, the students had the real spices and tea. So, they had to touch or smell and say the name in English. This might be a good activity to work with food and flavors vocabulary. For the group the activity was very good, because they know a lot about this vocabulary. With other groups, it might be difficult if they do not know the leaf or texture of a spice or tea.

CONCLUSION

Learning a foreign language is one of the most important programs that older people have access. Their quality of life only increase, it shows them that they are still able to face their objectives and overcome difficulties. When they have classes all designed for their level and pace, helped them to increase their self-esteem.

Taking into account the research question: *“What kind of results can we have teaching vocabulary in older people lessons using different approaches and techniques, analyzing and Internship Report?”*, it is possible to conclude that there are positive results of teaching vocabulary in older people lessons using different approaches and techniques. An analysis of the Internship Report IV was made, taking into consideration the plans, the classes, the groups, the methods, approaches, and the techniques used in classes.

The main objective of this paper was to find out the results of using vocabulary from an Internship Report to increase older people lessons through different approaches. It is important to clarify that the analysis of the vocabulary teaching was based on the Internship Report IV. The analysis were made only with the highlighted activities to introduce or review vocabulary. To find out the results, some important concepts of vocabulary teaching were presented.

Firstly, the vocabulary teaching was the source of this final paper. The vocabulary was the key for older people to have a contact and learn a foreign language. It is fundamental to remember that when a person starts learning a language, she/he starts by learning some words. These words appear in text and listening activities, so they try to recognize them. However, sometimes they do not know how to use these words in writing or speaking activities. Some methods, approaches and techniques help the teacher to increase older people vocabulary.

The methods, approaches and techniques, always can be adapted by the teacher according to the students' need. The activities based on the methods can be changed by any vocabulary topic. These tools helped the teacher to develop good classes with ludic activities. Moreover, the results of these different activities to introduce or review vocabulary, the teacher could see at the end of the workshop. The facilities they had to recognize and identify the words was rewarding. The use of different approaches and techniques provided a set of activities for older people, to increase their vocabulary.

The activities and techniques mentioned below were very important for the acquisition of vocabulary for older people. The use of pictures flashcards to introduce or review vocabulary is an effective technique to work with memory. They had much more ease to remember the words later, when they were presented with pictures. The repetition is another technique very useful, the more students repeat, the more they will remember. It is also good for the pronunciation of words. For the group it has a great result, sometimes they started saying a word and they saw that was wrong and instantly said the words right. The use of repetition through rhymes is another technique very fun. This activity all ages can participate and when they practice the language without thinking about the structures of the language, make the learning process more effective. The use of games in class help the students to use the words that they are learning in a funny way. Nowadays, there board games, cards games, and digital games that can be played with any vocabulary topic. The last technique involves movements. When the students practice the language through movements, it is much more fun and easy for them to remember the words.

An aspect that could be developed in further studies: analyze what is the best approach to teach older people. The teacher may choose some vocabulary topic to work with students. After that, work five classes with a topic and a method, the next five classes work with another method. This was the idea during the Internship workshop, which was not possible to do it because of the short period to finish the workshop.

After all the research, it is noteworthy to state that teaching vocabulary for older people, teachers should work with different approaches and techniques every class to increase their vocabulary. Therefore, the teacher increases their self- esteem and the students feel comfortable to participate in class, trying to use the English language. Getting to the end of this final paper is very rewarding, because it was shown to English teachers- to-be and English teachers the possibilities of work with older people through different approaches and techniques. It is a pleasure to conclude this final paper saying that older people are able to start learning a second. And if they have classes all prepared for their pace and level, the students' income will improve class by class.

REFERENCES

- ARIFI, Qatip. **Humanistic Approach in Teaching Foreign Language** (from the Teacher Perspective). *European Scientific Journal*. Prishtina, p. 194-205. out. 2017.
- ASHER, J.J., 1966. **The learning strategy of the total physical response: a review**. *Modern Language Journal* 50 (2), 1966, 79–84.
- BOJOVIC, M. **Teaching foreign languages for specific purposes: Teacher development**. The proceedings of the 31st Annual Association of Teacher Education Conference, 2006. Retrieved March 26, 2011.
- BROWN, H. Douglas. **Principles of language learning and teaching**. 4. ed. New York: Longman, 2000. 352 p.
- CARTER, Ronald; MCCARTHY, Michael. **Vocabulary and language teaching**. New York: Routledge, 2013. 236 p.
- CASARA, Miriam Bonho; CORTELLETTI, Ivonne Assunta; BOTH, Agostinho. **Educação e envelhecimento humano**. Caxias do Sul, RS: EDUCS, 2006. 172 p.
- CORTELLETTI, Ivonne Assunta; CASARA, Miriam Bonho; TONI, Isabel Marrachinho (Org.). **Aprender depois dos 50**. Caxias do Sul, RS: EDUCS, 2007. 166 p.
- DUDLEY-EVANS, Tony; SAINT JOHN, Maggie Jo. **Developments in ESP: a multi-disciplinary approach**. New York, US: Shafte, 1998. 301p. (Cambridge Language Teaching Library)
- ELYAS, Tariq; ALFAKI, Ibrahim. Teaching Vocabulary: The Relationship between Techniques of Teaching and Strategies of Learning New Vocabulary Items. **English Language Teaching**, [s.l.], v. 7, n. 10, p.40-56, 22 set. 2014. Canadian Center of Science and Education
- GIL, Antonio Carlos. **Como elaborar projetos de pesquisa**. 4. ed. São Paulo: Atlas, 2002.
- HARMER, J. **The practice of English language teaching**. (3rd ed.). London: Pearson Education, 2001.
- HUTCHINSON, Tom; WATERS, Alan. **English for specific purposes: a learning-centered approach**. Cambridge: Cambridge University Press, 1987. viii, 183 p. (Cambridge Language Teaching Library)
- JOSHI, R. M., TREIMAN, R., CARREKER, S., & MOATS L. C. **How words cast their spell**: Spelling is an integral part of learning the language, not a matter of memorization. *American Educator*, 32(4), 2008, 6–16, 42–43.
- KÖCHE, José Carlos. **Fundamentos de metodologia científica**. 2. ed. Petrópolis: Vozes, 2002. 182 p.

KUMARAVADIVELU, B. **The postmethod condition: (E)merging Strategies for Second/ Foreign Language Teaching**. TESOL Quarterly, 1994, Vol. 28, No. 1. 27– 48p. Disponível em:

<<http://www.bkumaravadivelu.com/articles%20in%20pdfs/1994%20Kumaravadivelu%20Postmethod%20Condition.pdf>>. Acesso em: 02 abr. 2018.

KUMARAVADIVELU, B. **Toward a postmethod pedagogy**. TESOL Quarterly, 2001, Vol. 35, No. 4. 537– 560p. Disponível em: <[http://www.bkumaravadivelu.com/articles in pdfs/2001 Kumaravadivelu Postmethod Pedagogy.pdf](http://www.bkumaravadivelu.com/articles%20in%20pdfs/2001%20Kumaravadivelu%20Postmethod%20Pedagogy.pdf)>. Acesso em: 02 abr. 2018.

Larsen-Freeman, D. **Techniques and principles in language teaching**. Oxford: Oxford University Press, 2002.

LARSEN-FREEMAN, Diane. **Language Teaching Methods: Teacher's Handbook for the Video Seri**. Washington, D.c: Office Of English Language Programs Materials Branch, 1990.

LIGHTBOWN, Patsy M.; SPADA, Nina. **How languages are learned**. Oxford: Oxford University, 1993. xv,135p. (Oxford Handbooks for Language Teachers)

MARSICK, Victoria J.; WATKINS, Karen E. Informal and Incidental Learning. In: MERRIAM, Sarah B.. **The new update on adult learning theory**. New York: Jossey- Bass, 2001. Cap. 3. p. 25-34.

MARTINEZ, Pierre. **Didáticas de Línguas Estrangeiras**. 5. ed. São Paulo: Parábola Editorial, 2009. 111 p.

NAGY, William E. **Teaching vocabulary to improve reading comprehension**. Washington: Ingram, 1988. 52 p.

NATION, I.S.P. **Using dictionaries to estimate vocabulary size: Essential, but rarely followed, procedures**. Language Testing, 1993. P. 27–40.

OXFORD, R.L. **Language Learning Strategies: What Every Teacher Should Know**. Boston: Heinle & Heinle, 1990

PAIVA, Vera Lúcia Menezes de Oliveira e. **Ensino de Vocabulário**. 2005. 22 f. Curso de Letras, UFMG, Belo Horizonte, 2005. Disponível em:

<[Http://www.veramenezes.com/vocabulario.pdf](http://www.veramenezes.com/vocabulario.pdf)>. Accessed on: 05 nov. 2018.

RICHARDS, Jack C.; RENANDYA, Willy A. (Ed.). **Methodology in language teaching: an anthology of current practice**. New York, U.S.: Cambridge University, 2002. vii, 422 p.

SCHMITT, Norbert. Vocabulary learning strategies. In: SCHMITT, Norbert; MCCARTHY, Michael. **Vocabulary Description, Acquisition and Pedagogy**. 9. ed. Nottingham: Cambridge, 2008. Cap. 2. p. 199-227.

SCOTT, Wendy A.; YTREBERG, Lisbeth H.. **Teaching English to Children**. 25. ed. New York: Longman, 2011. 115 p.

TERRA. **Número de idosos no Brasil cresceu 50% em uma década, segundo IBGE.** Disponível em: <<https://www.terra.com.br/noticias/dino/numero-de-idosos-no-brasil-cresceu-50-em-uma-decada-segundo-ibge,6427cac70c638ddd25efe9c43fb7d977r5spkpo1.html>>.

Accessed on: 01. Aug . 2018.

TUAN, L. T. **Vocabulary recollection through games.** Theory and Practice in Language Studies, 2012, 2(2), 257-264. doi: 10.4304/tpls2.2.257-264

UR, Penny; WRIGHT, Andrew. **Five - Minute Activities:** A resource book of short activities. 16. ed. New York: Cambridge, 2005. 105 p.

WEBB, S. **The effects of repetition on vocabulary knowledge.** Applied Linguistics, 2007, 28(1), 46–65.

YILMAZ, Kaya. The Cognitive Perspective on Learning: Its Theoretical Underpinnings and Implications for Classroom Practices. **The Clearing House: A Journal Of Educational Strategies, Issues And Ideas.** New York, p. 204-212. 11 ago. 2011.

YOUNG- DAVY, Belinda. **Explicit vocabulary instruction.** ORTESOL Journal, Eugene, 2014. P. 26- 31