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CONTRIBUTIONS OF THE LEXICAL NOTEBOOK IN ENGLISH LANGUAGE LESSONS IN A PUBLIC SCHOOL: EXPERIENCE OF A PRE-SERVICE TEACHER IN THE INTERNSHIP CONTEXT

**Campina Grande - PB
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Final Paper presented to the Letters English undergraduation course, as a partial requirement to obtain the degree of graduated in Letters-English.

Concentration Area: Foreign Language Teaching.

Advisor: Prof. Ma. Telma Sueli Farias Ferreira.

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DEDICATION

To my parents who always have believed in my potential, without you, this dream would never become reality. Thanks for everything. Love you!

SUMMARY

CONTRIBUTIONS OF THE LEXICAL NOTEBOOK IN ENGLISH LANGUAGE LESSONS IN A PUBLIC SCHOOL: EXPERIENCE OF A PRE-SERVICE TEACHER IN THE INTERNSHIP CONTEXT

Luiz Eduardo Santos da Silva[1]

ABSTRACT

In the context of foreign language teaching, acquiring vocabulary becomes essential in the learning process of a target language. In addition, it is noticed that, once the students have more lexical knowledge, their resourcefulness becomes more active. With this in mind, this work intends to analyze how the use of the lexical notebook contributes to the acquisition of vocabulary during the English classes. We believe that lexical knowledge is an important component, because through it, there is a broader knowledge of the studied language. Our work is categorized as a case study, having as *corpus* students from 6th of elementary school in a public context, located in Campina Grande. The analyzed data which was the "lexical notebook", were part of our Didactic Sequence entitled "Respect in the School Environment", created in the internship context. Moreover, our theoretical background is based on the ideas of Oliveira e Paiva (2010), related to English teaching and learning practices, Scott Thornbury (2010), about vocabulary teaching and Larsen-Freeman (2001), about teaching English as a second or foreign language. As results, it was perceived that the use of the lexical notebook during the English classes was a relevant tool, providing and improving students' lexical knowledge throughout the learning process.

Keywords: English Language. Teaching and Learning. Vocabulary.

CONTRIBUIÇÕES DO *LEXICAL NOTEBOOK* NAS AULAS DE LÍNGUA INGLESA EM UMA ESCOLA PÚBLICA: EXPERIÊNCIA DE UM PROFESSOR EM FORMAÇÃO INICIAL NO CONTEXTO DE ESTÁGIO

RESUMO

No contexto de ensino de língua estrangeira, a aquisição de vocabulário torna-se essencial no processo de aprendizagem da língua alvo. Além disso, percebe-se que, uma vez que os alunos possuem maior conhecimento lexical, a desenvoltura dos mesmos torna-se mais ativa. Com isso em mente, este trabalho pretende analisar como o uso do *lexical notebook* contribui para a aquisição de vocabulário durante as aulas de inglês. Acreditamos que o conhecimento lexical é um componente importante, pois através dele, há um conhecimento mais amplo da língua estudada. Nosso trabalho é categorizado como estudo de caso, tendo como *corpus* alunos do 6º ano do ensino fundamental em contexto público, localizado em Campina Grande. Os dados analisados que compõem o *lexical notebook* fizeram parte de nossa Sequência Didática intitulada "Respect in the school environment", criada no contexto do estágio. Ademais, nosso aporte teórico é baseado nas ideias de Oliveira e Paiva (2010), relacionado às práticas de ensino e aprendizagem de língua inglesa, Scott Thornbury (2010), sobre o ensino de vocabulário e

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Larsen-Freeman (2001), sobre o ensino do inglês como segunda língua ou língua estrangeira. Como resultados, percebeu-se que o uso do *lexical notebook* durante as aulas de inglês foi uma ferramenta importante, fornecendo e melhorando o conhecimento lexical dos alunos ao longo do processo de aprendizagem.

Palavras-chave: Língua Inglesa. Ensino e aprendizagem. Vocabulário.

INTRODUCTION

In the context of foreign language teaching, acquiring vocabulary becomes essential in the learning process of the target language. In addition, it is noticed that once students have more lexical knowledge, their resourcefulness becomes more active due to the fact that through it, they can be more participatory and more active throughout the English classes.

The *Parâmetros Curriculares Nacionais* (2002) reveal that the role of the teacher about the lexical aspect is to explore all the opportunities that come up in the classroom in order to expand the vocabulary development from students' previous knowledge. Therefore, it is clear that their encyclopedic knowledge and reality outside the classroom play a relevant role in the learning process.

Related to the importance of vocabulary, Thornbury (2010) states that students can face compound problems when they need to produce language and it can be frustrating when they have a limited store of words because they have to find the correct word to express what they want to convey through communication. Moreover, Oliveira (2015) corroborates the ideas of Thornbury (2010), asserting that the development of vocabulary is essential not only for the speaking ability, but also to understand the spoken and written texts, as well as for writing.

On the other hand, it is perceived that the grammar teaching of the target language is more emphasized than the other components of it, and as a consequence, students may experience failures in the learning process. Similarly, Antunes (2014) asserts that grammar is not the most important part of language. It is one of the components of language but not the only one and not the most important. Therefore, although the grammar has an important role in a language, just learn it may not be sufficient in order to make the lessons more efficient.

With this in mind, this work intends to analyze how the use of the lexical notebook (LN) contributes to the teaching and learning process of the English vocabulary with students from a public school, during the application of a Didactic Sequence (DS) in an Internship II context. In order to reach the general objective, we identify the specific ones such as: to verify how the planning to work with the LN is guided and to identify students' evolution in the target

language during the LN application. We believe that lexical knowledge is an important aspect of language, because through it, there is a broader knowledge of the studied language.

Our main theoretical background is based on the ideas of: Sousa (2010) related to English teaching and learning practices; Carter (2001) related to teaching English to speakers of other languages; Larsen-Freeman (2001) and Antunes (2014) about teaching grammar in a contextualized perspective; Oliveira (2015), explaining the relevance of the lexical aspect, Alqahtani (2015) and Thornbury (2002) about vocabulary teaching, Dolz and Schneuwly (2004), bringing their contributions using Didactic Sequences and Discursive Language-Capacity and Brocardo and Costa-Hübes (2009) referred to Didactic Model of Genre.

Focusing on a better comprehension of this work, it is divided into: theoretical background, methodology, analysis and conclusion. Therefore, following this sequence, we have the theoretical background of our work, which will support our ideas.

2. THEORETICAL BACKGROUND

For a better comprehension of this work, our theoretical background is divided into 3 subtopics: the first one about the teaching and learning process of vocabulary guided by Larsen-Freeman (2001), Antunes (2014), Sousa (2010), Thornbury (2010), Alqahtani (2015) and Carter (2010); the second one referred to the Production of the Didactic Model of Genre and the Planning of a Didactic Sequence guided by Cristovão (2000), Dolz and Schneuwly (2004), Perrenoud (2000), Marcuschi (2008), Pasquier and Dolz (1996), Brocardo and Costa-Hübes (2009), Tamarozi and Cristovão (2007) and finally the third subtopic related to vocabulary discussed in the Discursive-Language Capacity (DLC) is based on Dolz and Schneuwly (2004), (1996), Barros (2015), Cristovão (2000, 2007, 2009, 2011) and Vignoli and Costa (2017).

2.1 Vocabulary: the teaching and learning processes

In the language teaching field, it is perceived that many aspects are relevant when learning a target language but the concern about grammar may be bigger than other aspects of language. In this perspective, grammar and vocabulary are viewed as competitive elements through the language teaching (LARSEN-FREEMAN, 2001). Moreover, the author states that both are important for teaching and they can be taught without sacrificing each other. However,

once the teacher focus more on just one of these elements, students can face problems throughout communication and learning as well. Related specifically to grammar teaching, it can be considered that as long as teachers just care about teaching it during their classes, as a consequence, they cannot be profitable for students. Larsen-Freeman (2001) points out that grammar is about forms and one way of teaching it is to give rules to the students, but the author says that grammar goes beyond just grammatical forms.

Based on this, Antunes (2014) corroborates Larsen-Freeman's ideas (2001), asserting that grammar is just one of the components of a language and it is not the most important one. Taking these ideas into consideration, it is perceived that grammar is not enough during the teaching-learning process, once grammar and vocabulary can be taught together, as well as other components of the target language.

Another relevant factor that is necessary for our work as pre-service teachers is that students are connected with the target language all the time, sometimes, without being aware of it, and this knowledge can be brought to the classroom as long as the teacher wishes to turn this background knowledge into a profitable tool that s/he can use during the classes. Related to this, second language learners rely on the knowledge that they have related to their first language because they first rely on their L1 in order to think on how the L2 works (LARSEN-FREEMAN, 2001). In addition, the author affirms that teachers can recycle what students already know.

Once we can communicate properly if we have a good set of vocabulary, teaching it at school makes students more independent and motivated throughout the learning process. According to Lewis (1993, *apud* Sousa, 2010), vocabulary is the core of the language and it is correct to affirm that we talk through words because they hold the meaning of what we want to convey when we are communicating.

The practice is another keyword which plays an efficient role in the learning process of a second language acquisition. In order to put into practice what students have learned, they can try to use as much as possible the new vocabulary that they acquired during the English lessons. To Lewis (1993, *apud* Sousa, 2010), the learning process is the result of a continuous relation between experience, reflection and internalization. In addition, Sousa (2010) asserts that if we do not constantly update our lexical knowledge, a big part of will be forgotten. As a consequence, when students study vocabulary and put them into practice, they can internalize through their experience what they learn.

Based on the assumption that language is a social tool, to Sousa (2010) the words are

the consequence of interaction between people and they emerge as a social fact and the author comes to compare the words with people in order to explain that some of them are more likely to be combined than others. Moreover, the author also confirms that it is easier to study grammar rules and the words to be combined, but she states that this is not enough. In order to make us capable of communicating more effectively, we need to know, observe and internalize many prefabricated pieces that result in a natural language.

When learning a language, the lexical knowledge can be provided to the students by the teacher. This is interesting because as long as teachers provide vocabulary to the students, they can participate more in classes, reinforcing the assumption that all languages are composed by words and it emerges first with them (THORNBURY, 2010).

In the learning process of a foreign language, the involvement of students with the target language is primordial because if they do not take part in an active way, the process cannot be complete. Based on the ideas of Thornbury (2010), learners need to be involved in the learning of vocabulary. Therefore, if students do not demonstrate this behavior in the classes, their learning can be affected.

The importance of the context also demonstrates positive consequences in the classroom, once students are surrounded by many information that teacher can take into account during the classes. To Hulstijn (1992, *apud* Carter, 2010), the learners keep better the vocabulary that they learn in a certain context.

Demonstrating that a wider lexical knowledge is not only fundamental in the oral communication, vocabulary plays an important role in the 4 abilities (speaking, writing, listening and reading). Rivers and Nunan (1991, *apud* Alqahtani, 2015) argue that the acquisition of an adequate vocabulary is essential in the learning process of the target language because with a lack of it, we will not be able to use the functions and structures in order to understand the language.

Continuing this work, the next sub-topic is named "About Discursive-Language Capacity: the vocabulary in the DS", where we discuss ideas regarding these aspects.

2.2. The Production of the Didactic Model of Genre and the Planning of a Didactic Sequence

For a better understanding, it is necessary a clear conception of what a DS is. It is a "set of school activities organized systematically around an oral written text genre"[2] (DOLZ and SCHNEUWLY, 2004, p. 96). To Cristovão (2000), a DS is a teaching activity created taking into account students' written and oral abilities, focusing on a text genre (TG). Besides this, Dolz and Schneuwly (2004) also affirm that the objective of the DS is to improve students' capacity to domain a TG and as a consequence, they can communicate more appropriately but for this, the TGs which teacher will work need to be the one that students are not acquainted with.

Referred to TGs, Marcuschi (2008) says that they are texts that we find in our daily life, considering their socio communicative patterns, enunciative objectives, and styles. Based on this, it is important to notice that the teacher needs to be sensible to identify the TG which will be probable well accepted by the students, because it is important to consider that, even if the DS is well produced, but the students are not motivated and well engaged in the project proposal, the results will not be positive (PERRENOUD, 2000). Therefore, it is teacher' role to reflect about a good proposal, not only about the theme, but also about the TG which will be developed during the project, because on the contrary, this process cannot work properly and successfully.

Pasquier and Dolz (1996) explain the differences between the terms *sequence* and *didactic*. The term *sequence* can be considered as activities that follow a specific order focusing on students' difficulties due to the TGs aspects. On the other hand, the term *didactic* takes into consideration the *sequence* too but the teaching process is more emphasized.

The structure of the DS is divided into 6 parts which are: i) presentation of the situation, which is the part that students are informed about the way that task they will accomplish; ii) initial production, which allows the teacher to check the capacities that students already have and it also serves as a diagnosis for the teacher to work on students' difficulties; iii) the modules, they are constructed by activities in order to work on the problems that teacher found in the students' first production; iv) final production, which is the part that students put into

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[2] "[...] conjunto de atividades escolares organizadas, de maneira sistemática, em torno de um gênero textual oral ou escrito." (DOLZ and SCHNEUWLY, 2004, p. 96).

practice what they learnt and it also serves as an evaluation in the somative aspect (DOLZ and SCHNEUWLY, 2004).

As it was said about the production of a TG in a DS, it is important to mention that as the teacher will guide students to this activity, he/she has to study about the target TG. For this reason, Brocardo and Costa-Hübes (2009) assert that the production of a Didactic Model of Genre (DMG) is fundamental because through it, teachers can orient and narrow is teachable after the production of it.

Related to the conception of DGM, it is understood as the study or a research which is done in order to expand the knowledge about the target TG to be produced (BROCADO and COSTA-HÜBES, 2009). To Tamarozi and Cristovão (2007), in order to produce a TG, teacher needs to understand how it works as well as the language capacities, keeping in mind that these elements cannot be taken just for teaching grammar. Besides this, the production of the DGM is done before the application of the DS because upon it, the teachers can mediate better the difficulties that students can face when producing it, once s/he already made it.

Machado e Cristovão (2006, *apud* Brocardo and Costa-Hübes, 2009) say that 5 elements are necessary to be studied in a TG, which are the situation that the TG is produced, the thematic content, the way that the theme is taught, the elements of the structure and the linguistic marks. However, the authors point out that these elements need to be studied as a set, on the contrary, the TG loses its essence. Referred to the last element, which was the linguistic marks, each TG has it own characteristics and being acquainted with them may let students more confident in the context of production of the studied TG.

Machado e Cristovão (2006, *apud* Leal, 2012) assert that some aspects need to be taken into consideration throughout the production of the DGM such as the main characteristics of the situational production; the typical characteristics of the TG; the language capacities, etc.

It is important to remember that, if the focus of the DS is to guide students to produce a TG, teachers have to provide students to develop their linguistic capacities to be prepared to master the TG. With this in mind, in order to develop a DS, the action, discursive and linguistic capacities have to be worked during this process.

So, according to the importance of the work with the language capacities in the production of a TG, and as the focus of our work is about 'vocabulary' and this is a term which is inside in one of these 3 (three) capacities, the next topic will present the main ideas about it.

2.3. About Discursive-Language Capacity

The elaboration of a DS comes from problems held by the educational field and in order to solve these problems, students' language capacities are improved, highlighting also their encyclopedic knowledge about the world that they already acquired to construct new language perspectives (STUTZ and CRISTOVÃO, 2001). Consequently, in order to soften these problems, the TG appears and in function of it, the language capacities are worked.

Furthermore, Cristovão and Szundy (2008) assert that differently from other didactic materials, in the DS, the TG is not seen in a perspective of focusing on other aspects of language but aiming at improving students' capacities of domaining the worked/studied TG and also the teaching-learning process.

According to what was previously explained about language capacities, Dolz and Schneuwly (2004, *apud,* Barros, 2015) state that they are divided into 3 levels: action capacity, discursive capacity and discursive-language capacity. According to the first type of capacity, it is responsible for the adaptation of the production of the physical, social and subjective environment, as well as to the textual referent. About the second capacity, it is responsible for carrying out the choices, related to the discursive aspect. Furthermore, this capacity is more drawn on the form of the TG, the discourse used and the sequences. Finally, referring to the last one, the discursive-language, it is represented by the mechanisms of textualization as connection and verbal cohesion; the enunciative mechanisms, which are represented by generation of voices, modalizations, the elaboration of enunciations and the lexical choices.

Taking into consideration what was explained about the language capacities, Barros (2015) complements stating that however these three capacities are different, they do not work without each other, in other words, for a communicative perspective, they are dependent on the other. Therefore, the articulation of these three levels together is what makes a TG to be successful. Once our work is about the improvement of students' lexical knowledge through the LN, the language capacity that it is stood out in this study is the discursive-language capacity (DLC).

Cristovão (2009) corroborates Dolz and Schneuwly's (2004) ideas, stating that the DLCs enable students to accomplish the steps linked to the production of the target TG. Furthermore, these steps are: "the operations of textualization, being them the connection, nominal and verbal cohesion; the enunciative mechanisms of voice management and modalization; the construction of statements, clause and sentence; and finally, the choice of

lexical items"[3] (CRISTOVÃO, 2009, p. 319). Hence, it is seen that the DLCs are responsible for keeping the organization of the TG and also respecting the language items needed for the production of it.

The production of a TG is not an easy work. On the contrary, the elaboration of oral or written texts can be a process that teachers and students need to be aware that it is slow and long (DOLZ and SCHNEUWLY, 2004). Consequently, one of these problems may be linked to the lack of lexical knowledge when creating a the target TG.

In Vignoli and Costa' (2007) perspective, one example of DLC activity can be the ones that guide the creators to the choice of more adequate linguistic mains to be used in the TG. Besides this example, Szundy and Cristovão (2008) also bring their contributions with activities focusing specifically on the DLC as it follows: data, new information, resources that are connected to the TG, list of words and its function applied to the TG.

Cristovão (2009) cites that DLC activities are made in order to understand the factors responsible for the connection operations, cohesion and modalization; to to realize the referenciation aspects related to the actions that the subject accomplishes; to be aware of the information progression; to link the more appropriate vocabulary according to its meaning and the chosen content, action language criterias and means of the activity environment. Hence, the author also brings up that in order to study the target TG, it is needed to work with a grammar which is connected to students' lives. For this reason, it is realized that the world which surrounds the students needs to be brought to the classroom, emphasizing that it plays an important role throughout this process.

Dolz and Schneuwly (2004) point out that when producing a text, students may choose the means that can work more properly when they are in process of producing a text, such as choosing the most adequate lexis according to the situation, modifying the verb tenses due to the plane of the text, utilizing textual coordinators to create the text or to present their points of view. Putting in other words, when students are in the process of producing a (oral or written) TG, teachers may need to know which aspect of DLC is necessary throughout its production in order to guide the students, once each TG has its own features referring to verb tense, vocabulary, discursive capacity, action capacity, among others. For this reason, as long as teachers are aware of the importance of the teaching and learning process about vocabulary,

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[3] "as operações de textualização, sendo elas a conexão, coesão nominal e verbal; os mecanismos enunciativos de gerenciamento de vozes e modalização; a construção de enunciados, oração e período; e, finalmente, a escolha de itens lexicais (CRISTOVÃO, 2009, p. 319).

when producing a TG, it may be positive for students to put into practice the lexis that they learn during the classes.

Dolz and Schneuwly (2004) also state that it is necessary an elaboration of a common language in order to talk about the texts, comment them, criticize them, making the relation between their texts and others. Besides this, the authors say that this work is done during the whole DS and, specifically in the moment to elaborate criterias for the production of an oral or written text. As a consequence, it is seen that students may contribute to their own lexical store, once they are making relation between texts, using a different vocabulary which is considered a common language.

Related to the communication about the studied genre, Dolz and Schneuwly (2004) assert that the students develop a technical language, which can be defined as a type of language that the teacher and so the students adopt in order to build up more knowledge connected to the studied TG. Consequently, besides acquiring this technical language to make it common as was previously explained, it may go beyond, making students aware of other nuances of the vocabulary, showing that they have different meanings, depending on the communicative context and also improving their metalanguage capacity.

Dolz and Schneuwly (2004) also point out that the technical vocabulary and the rules which are produced during the DS are turned into a list with everything that was learned through the modules. Moreover, the author suggest that at the end of each sequence, it is necessary to keep the knowledge students acquired about the TG, in a type of list, a reminder or a glossary. Therefore, our register of the acquired lexical knowledge was accomplished through the LN, that we are going to discuss about it with more details in the topic results and discussions.

According to what was previously explained, the next topic is the methodology, where we will explain the methodological elements of this work.

3. METHODOLOGY

Our work is qualitative and it is categorized as a case study. With this in mind, a case study can be categorized as when it involves a deep and exhaustive study of one or few objects in a way that allows their ample and detailed knowledge (YIN, 2001, *apud* FREITAS E PRODANOV, 2013).

Our experience happened in a public school named *Nossa Senhora do Rosário*, located in *Campina Grande*, *Paraíba*. The group of students was at the 6th grade and the age varied from 11 to 12 years old. The level of English was beginners as it was their first contact with the English language at school. Most of the students were talkative and this aspect interrupted teacher´s explanation. One of the reasons for this, may be the size of the classroom that was too short, and there were about 22 students, the number of desks did not help teacher´s movement to come near them to help when necessary.

Before producing the DS, the teacher trainer guided the pre-service teachers to monitor the class they would teach. This was necessary as it worked as a diagnosis to provide ideas to plan the Ds. During the monitoring experience, it was noticed that there was a lack of students´ respect referring both to themselves and to teachers and staff. With all this information, there was a discussion between pre-service teachers and the professor to decide the main elements of the DS, which were: theme, TG and the objective. After reflecting about these aspects, the group decided to define these elements: the theme as Respect in the School Environment; in order to soften this social problem the appropriate TG was a "flyer" and its objective was to guide students to discuss about respect using the English language to produce the TG. We decided to work with the TG flyer because students have easy access to it and also taking into consideration that in Campina Grande downtown people receive many flyers on the street.

Before starting the production of the DS, the pre-service teachers were requested to produce the TG, based on theories about DMG. This led them to notice important aspects that would guide them to teach this TG to the students. Some of these aspects were related to the students´ difficulties they could face while producing the TG including the grammar topics the structure and the vocabulary. With this experience in mind, the group started producing the DS.

With the experience of the DMG, the group started producing the DS that took one month to be finished. In this production, which involved three pre-service teachers who study at *Universidade Estadual da Paraíba* (UEPB), it was used the online platform Google Docs as this activity was developed by all three pre-service teachers and the professor. The DS held 5 modules and it started being applied on September 12th ending on November 14th.

About the importance of teaching the contextualized vocabulary (based on the theme of the DS) to the students and considering the difficulty they had to have a dictionary that could help them to be in touch with the new words in an organized way, it was reflected about this situation, and the pre-service teachers and the professor had the idea to provide students a LN during some reflections about the relevance of vocabulary.

The theoretical idea of using the LN came from Antunes (2010), who states the importance of the teaching/learning vocabulary. About the process of jotting down the studied words in each class, teacher used to write the new vocabulary on the board and students were invited to write the vocabulary in the alphabetic order on their LNs, as a dictionary. This way, for the final production, students had their LN to be used when necessary.

Taking these aspects of the methodological elements into consideration, in the next item entitled "Results and Discussions", we will discuss about our investigative points of view related to the contributions of the LN.

4. ANALYZING THE PLANNING AND THE APPLICATION OF THE LEXICAL NOTEBOOK

Aiming to achieve the objective of our work, which is to analyze how the use of the LN contributes to the learning of vocabulary with students from a public school, in this section we will investigate in what ways it collaborates with the students´ vocabulary learning for the production of the required TG.

For a better development of this analysis, this part is divided into 2 (two) sub-sections. The 1st (first) one refers to the investigation of the DS purpose to offer the LN to the students as well as the words displayed in each module so that students could learn. The 2nd (second) sub-section works with the application of the DS, specifically the LN and the results obtained at the end of the project.

4.1. Planning the Work with LN in the DS

The idea of working vocabulary with the students started with some reflections that would help teachers to develop students´ lexis. During this time, we based our ideas on Sousa (2010) which shows both the importance of teaching vocabulary during the English classes and some examples of activities that can be used in the classroom with students. According to Lewis (1993 *apud* Sousa, 2010) the vocabulary is seen as one of the most important part of a language.. After this, the pre-service teachers became more aware of the importance of the vocabulary role and decided to produce a tool that could help students in the process of acquiring it, so after reflecting, it was decided that the LN was a possible tool as it was one of the examples taken from Oliveira e Paiva (2010). In addition, it was taken into account the

hypothesis that in the moment that DS was being applied, students could not have access to dictionaries due to the fact that maybe the school could have a lack of school materials.

According to what was previously explained related to the LN, Lewis (1993 *apud* Sousa, 2010) asserts that it is a tool which helps students who are learning a foreign language as long as it is used in an appropriate way. Consequently, though the LN was thought to be put into the DS in order to help students, not only during the production of the TG, but it was also inferred that it could be a good idea to be used by them as a support to increase and improve their lexical knowledge. Taking as an example, in module 3 of the DS, students were learning the prepositions using as reference the classroom and the school objects and after getting acquainted with them, they were presented one activity that they had to play a game, which their roles were to reproduce in a physical way (by total physical response) what the teacher was saying (see Appendix A). Furthermore, we thought that at the end of this activity, we added a part that students were supposed to write the new words on their LN in order to reinforce the acquisition of them.

During the production of our DS, we were worried about the acquisition of vocabulary as well as the grammar, speaking, listening, etc. In addition, as our students were about 13 years old and they were energetic, we had to produce activities in order to make them learn and have fun at the same time. An example for this strategy is related to the first module when the teacher was supposed to put some school objects on the desk and then, s/he took one of them out of the desk. As the students had their eyes covered by their hands, they had to find out which was the name of the missing object and tell the teacher. And referring to the creative aspect of the activity, Thornbury (2010) states that teachers need to think of creative ways in order to develop activities that can improve students' memorability.

Related to the first production, which students had to produce the TG flyer without studying it, we imagined one activity in order to help them to understand and have a clearer idea about the text which was in their didactic book, named '*Floating Schools´ Bring Classrooms to Stranded Students*'. Besides this, we decided to include this pre-reading activity due to the fact that as long as they had the opportunity to work out the vocabulary referred to the text before reading it, it could become easier for them. This activity held two columns, the left one with some phrases and sentences in Portuguese and the right one with these phrases and sentences in English (see Appendix B), and students' task was to match the columns. Due to this, in order to bring students' knowledge to facilitate the understanding about a text, to activate the vocabulary that will be found throughout the text can help (PCNs, 1998). In short,

we decided to include this pre-reading activity due to the fact that as long as they had the opportunity to work out the vocabulary referred to the text before reading it, it could become easier for them to understand it, once they had the vocabulary fresh in their minds.

Taking into consideration that students had a meaningful level of English, when planning the DS, the vocabulary that students already had was intentioned to be taken into account during the classes. For example, in the third module of the DS, it was considered that when students were presented the Imperative Mood, although they were invited to see some pictures related to the respect in the school environment, the part that we focus more was on the examples used in the classroom such as: pay attention, sit down, open your book, shut up, repeat, etc. In addition, one of the main points to consider when teaching vocabulary is how it is taught as for instance, directly or explicitly (NUNAN, 2001). As a deduction, to bring these examples using the lexical knowledge that were used by the teacher with a connection with students could make them more aware of the use of this type of vocabulary expressing order and as a consequence, the learning process of being acquainted with this type of lexis could be more meaningful for them during the application of it.

Still focused on the third module, after students have written the prepositions, some phrases in the imperative mood and the numbers (from 1 until 10) on their LN, in order to practice more what students learned in a ludic way, we thought that a bingo (see Appendix D) could be a positive idea due to the fact that as they used the vocabulary, they would not forget it easily. For this, teacher would give a bingo card to students after this, they would have to choose nine words or phrases, which were written on the board in order to play the bingo. Furthermore, it was planned that the vocabulary used in the bingo would have to be said in English and students had to be concentrated to understand the word said by the teacher and check if it would match with the words on their bingo cards. So, forgetting at first can be easy but as time passes by, it slows down (THORNBURY, 2010). Consequently, working with a bingo game could be a positive idea not only to make students have fun, but also to make them use their imagination, creativity, improve their cognitive development, check if they have learned the vocabulary used and due to these aspects, teacher may think on them in order to help the students who continue making some mistakes. Due to the fact that students did not only have to mark the words on their bingo, they were also supposed to translate orally the words they have, showing if they learned them.

According to what was planned to work the lexis in the DS, the application of the LN will be explained in the next part of this work and the assessment of working with the LN as well.

4.2. Applying and Assessing the Results of the Work with the LN

After reflecting about the use and relevance of the LN in the English classes, the pre-service teachers with their professor decided to produce themselves the LN so that they could be given to the students. The decision to produce the LN for them was due to the fact that students could take more time throughout the production of it. Then, when the LNs were ready to be provided to students, teacher advised them that they would be evaluated through the appropriate use of the LN at the end of the application of the DS.

Furthermore, in the moment that the LN was given to students, they were supposed to use their imagination and create a cover to it, with the title *Lexical Notebook* (see Annex A). Besides this, teacher explained that after doing it, inside of the LN, they had to put the letters in the alphabetic order, in the upper right and left of it, as a dictionary, and the new words that were learned during the classes were supposed to be written according to the first letter of them (see Appendix F). With this in mind, in order to teach vocabulary, students need to be given opportunities to work the lexical knowledge that they acquire in different situations, making them more active during the learning process (BRASIL, 2010). In this way, we thought that it could keep the words that they learned in the English classes and they could also start being familiarized with a real dictionary, taking into account its use and structure.

According to what was previously explained, during the internship process, we made an effort to teach grammar and vocabulary together in order to give them the same importance during the classes. Besides this, we could realize that when we were teaching the grammar topics and vocabulary without focusing more on just one, with the help of the LN, we could assume that our students were more engaged in their own learning processes due to the fact that these language aspects were complementing each other and as a consequence, students could see the relation between them in a clearer way. In consequence, related to the importance of bringing grammar and vocabulary to the English classes, both components of a language can be taught together, without sacrificing each other (LARSEN-FREEMAN, 2001).

In order to improve students' vocabulary in a motivating perspective, the pre-service teachers used some techniques, as for instance, using objects, drawings, mimes, guessing from

the context and due to this, there is no more authentic way of teaching vocabulary than to make the relation with the object and its meaning (OLIVEIRA, 2015). Besides this, we tried to make use of the target language in the classroom in order to make students assimilate and compare, as for example, an object with a name. Demonstrating the importance of these techniques, Alqahtani (2015) asserts that there are a few aspects that need to be taken into consideration by teachers when teaching vocabulary because they want their students to remember the vocabulary that they learned. Taking this into consideration, it is believed that the spoken language assimilated to students' real word can be positive not only to improve their lexical store but also to develop their assimilation capacity.

For the learning of new words, specifically, how students could take notes of the new lexis, teacher used to put them on a specific part of the board (see Appendix C), where the new words used in the classes were displayed, and this happened with more frequency after the explanation of the grammar topic and students' conclusion about it. Furthermore, these words which were supposed to be written on the LN by students were not decontextualized. They were related to the context proposed by the DS, which was the importance of the respect in the school environment, taking into account their school field as well, specially their classroom context. Furthermore, about the importance of using this special type of vocabulary, Thornbury (2010) points out that the words need to be presented in context so, students can get the feeling for their meaning. With this in mind, we could see the importance of bringing contextualized vocabulary to the classroom thanks to the way that students acted in the classroom, perceiving that they were surrounded by this vocabulary in their school environment. For instance, when they had a school supply with them that they had, they showed to their colleagues and to the teacher, and we could see that the process of acquiring vocabulary was taking place in the classroom because they were doing the relationship between the object and the vocabulary.

It was realized that when students had a considerable number of words on their LN, they started consulting it with more frequency during the classes (see Appendix E). One example refers to the fact that when the pre-service teacher asked some questions related to the vocabulary and students did not remember the answer, teacher asked them to take a look at their LN, to reinforce that they could rely on it in order to check a word as well as the meaning of it when necessary. Moreover, it was noticed that throughout the classes, students' participation was increased as a result of the LN. As for instance, when they did not know a word, they consulted it, showing that they were becoming more confident when risking a hypothesis. Besides this, the interaction between teachers and students became more profitable

because when students had questions about some words that they did not know, teacher asked them to take a careful look at the LN in order to check if they could use it for their purpose. Therefore, it was perceived that there was a positive change in the way that students were behaving during the classes, they became more autonomous. Hatch and Brown (1995, *apud* Alqahtani, 2015) point out that the individual's vocabulary knowledge depends on his/her motivation, desires and need for words.

As the pre-service teachers tried to communicate with students by using English language, it was seen that most of the students were afraid of speaking in front of the whole class. This can be not only a consequence of their shyness, but also because they were afraid of making mistakes through communication. Related to this, Sousa (2010) points out that a grammatical mistake not always blocks communication. On the other hand, a lexical mistake can cause misunderstandings. Therefore, we can assume that it is natural when our students make mistakes because they are learning and getting used to the language but we as teachers, we have to make them aware of the importance of vocabulary.

It is important to bring here this reflection referred to the use of English in the classroom. It was perceived that there was a lack of the use of the target language throughout the classes because the pre-service teachers did not know if the students could understand what was conveyed. Furthermore, to be radical with the use of Portuguese in the classroom is not good because what the teacher wants is to make students learn English so, teacher has to avoid using Portuguese (OLIVEIRA, 2015). On the other hand, the author states that it is up to the teacher to decide what is the most effective way to present vocabulary, according to the level of the students. With this in mind, it was seen that as long as teachers use English in the classroom, students may have more opportunities to put into practice the vocabulary as well as other aspects of language, perceiving the relevance of learning and practicing them.

During the production of the TG (flyer), it came the part that students had to put into practice everything that they learned throughout the classes (vocabulary, grammar, reflections about the main theme, etc). In this moment, they were given the essential materials and they had to use their creativity by building sentences and drawings with a relation to the main theme of the DS which was the importance of the respect in the school environment. Besides this, in the final production the students were given the opportunity to practice what they learned throughout the modules of the DS (DOLZ and SCHNEUWLY, 2004). Furthermore, in this process, students were guided by the pre-service teachers, who acted as guiders and facilitators and when they had a question that the teacher was sure that it could be answered by consulting

the LN, s/he asked students to check if the word was there or not. Besides this, other fact that drew our attention was that some students were using the LN without being asked by the pre-service teacher, exposing that they were becoming more autonomous on their own learning process and showing that they were using the LN in order to solve their lexical problems. In addition, the work of the teachers as guiders and monitors was also relevant due to students' autonomy, on the contrary, if teachers were all the time giving the answers to the students, this process could not have happened.

During the final production of the flyer, as these students study in a public school, we perceived that most part of them did not have a dictionary to help them during the English classes. On the other hand, in order to solve the lack of dictionaries, they used the LN as a meaningful tool to solve their lexical problems, making it a possible and positive tool that can be produced and applied in the classroom. Referred to the importance of the lexical knowledge, Thornbury (2010) states that all languages are composed by words and it emerges first with them. Therefore, the use of the LN was meaningful for students, not only during the final production but also throughout the classes. Moreover, as students tend to forget the vocabulary easily, the LN can also be used in order to make them keep the words that they learn during the English classes.

Taking this discussion into consideration, in the next topic it will be exposed the conclusion of this work.

5. CONCLUSION

Aiming to achieve the objective of our work, which was to analyze how the use of the LN contributes to the acquisition of vocabulary with students from a public school, we believe that the production of it was important because we, the pre-service teachers, perceived that through it, students improved their lexical knowledge and as a consequence, the classes became more participatory. Besides this, we can assume that as long as teachers bring the vocabulary as well as other aspects of language to the classes, students' learning process can be improved.

The vocabulary that was connected to students' lives as well as the material used in the classes were essential for us to achieve the objective of our work, due to the fact that our classes developed their roles. In addition, the experience with the Internship II was important because it provided the opportunity of putting into practice what was learned during these classes, as for instance, the importance of teaching vocabulary and its positive consequences.

Based on the results, we can assert that the LN is a possible strategy and a didactic tool that English teachers can use in their classes because besides creating and bringing it to the classroom in order to supply students' necessity for a dictionary, it can make the English classes more active and profitable for the students and the teacher as well.

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APPENDIX A

Activity using Total Physical Response to reinforce the vocabulary use

-After paying attention to teacher's explanation and answering the activities, students are asked to create their conclusion related to prepositions.

2nd. Students now will play a game. Joining the prepositions and the imperative mood, teacher chooses some students who are going to reproduce in a physical way (total physical response) what the teacher is saying. See the examples:

a) "Come here Maria Clara. Sit down **on** the chair **in front of** the board";

b) "Put your notebook **on** teacher's desk";

c) "Put your notebook **in** your backpack";

d) "Go **behind** teacher's desk".

3rd. Finally, students are requested to write on their lexical notebook the prepositions studied and each meaning.

APPENDIX B

Warming up activity used by students before reading the text

Vocabulary Activity - Book - Text p. 58

01) Leia as informações do textinho marcado de amarelo na p. 58 do seu livro. Depois, com base no texto intitulado '*Floating Schools' Bring Classrooms to Stranded Students*' e na figura, deduza o significado de:

a) floating school: _____

b) stranded students: _____

02) Agora, enumere a segunda coluna de acordo com a primeira.

(a) annual flooding can disrupt school	( ) em algumas áreas
(b) in some areas	( ) quando os rios sobem até 4 metros
(c) the rainy season from July to October	( ) enchente anual pode destruir a escola
(d) when rivers rises as much as 4 meters	( ) cresceu na no noroeste do país
(e) Shidhulai was founded	( ) a estação de chuva de julho a outubro
(f) killing 700 people and leaving 21 million homeless	( ) Shidhulai foi fundada
(g) grew up in the country's northwest	( ) aos pais foi negado o acesso
(h) where his organization operates	( ) Eu pensei
(i) relative were denied access	( ) se, porque, então, de
(j) I thought	( ) onde a organização dele opera/atua
(k) if; because; then; by	( ) a maioria para as crianças pequenas
(l) cannot, should	( ) nos próximos cinco anos
(m) mostly for the young children	( ) dez bibliotecas; clínicas de saúde
(n) 10 libraries; health clinics	( ) planeja acrescentar mais cem barcos
(o) plans to add 100 more boats	( ) não podem; deveriam
(p) in the next five years	( ) matando 700 pessoas e deixando 21 milhões desabrigadas

APPENDIX C

The part of the board separated for the LN
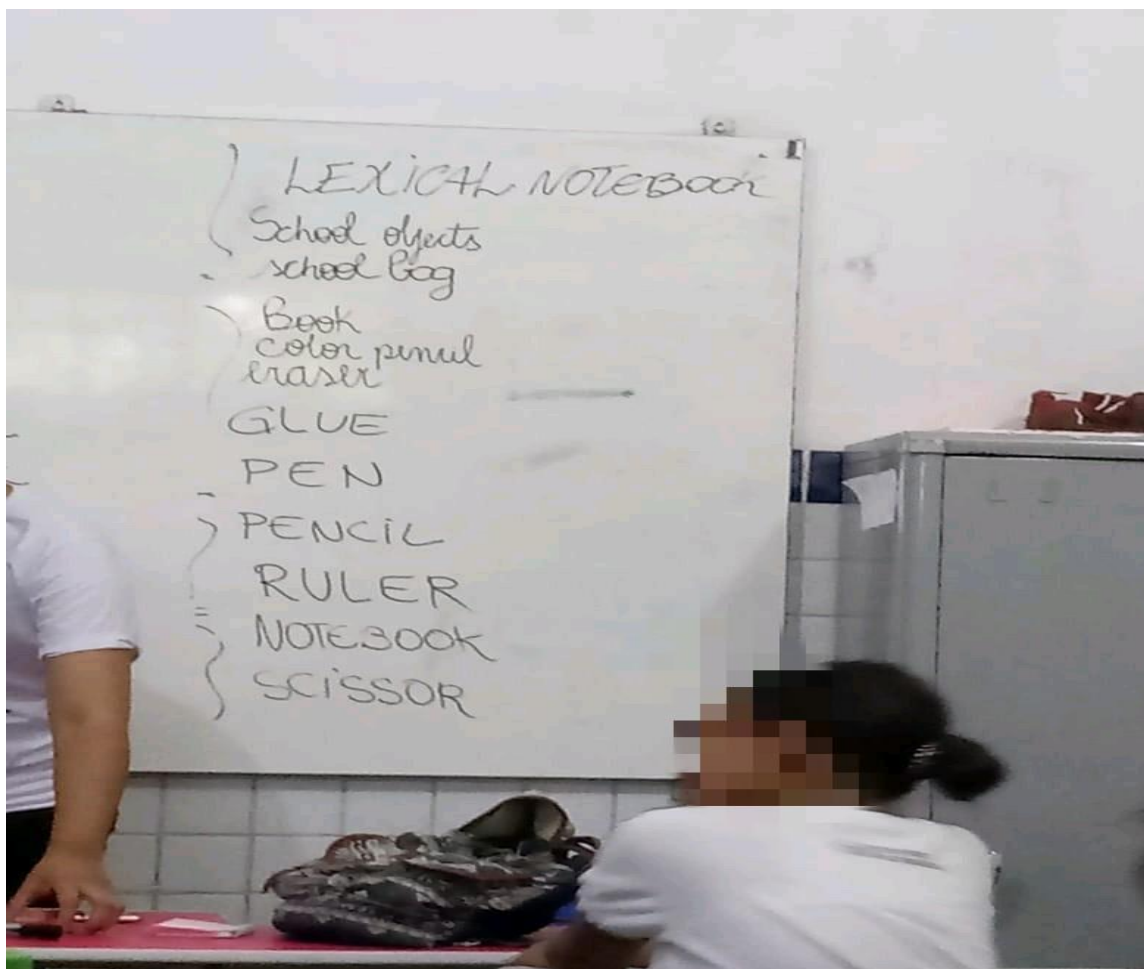
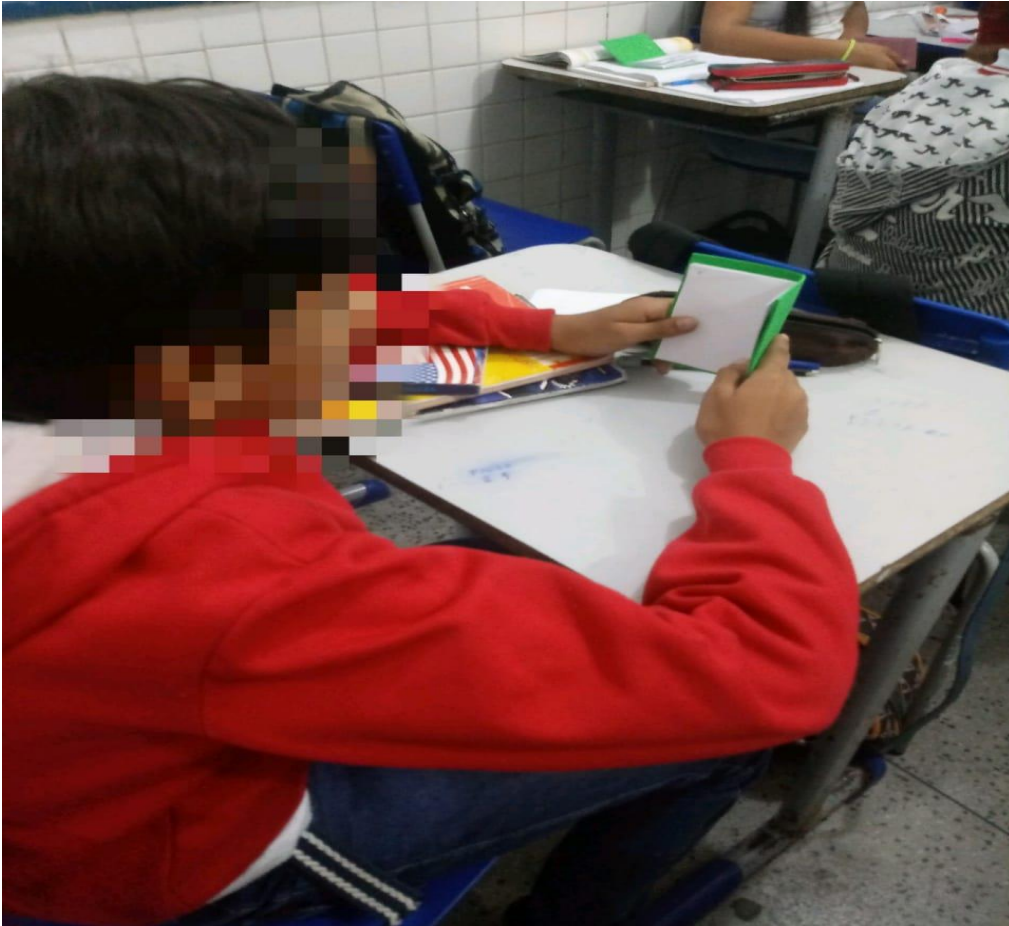# APPENDIX D

The Bingo game

Words used in the bingo game:

-in	-in front of	-under	-between	-Don't run
-Close the door	-ten	-Shut up	-four	-two
-Open the window	-ten	-seven	-nine	-five
-There is a church next to Rosário		-an eraser	-a pen	-a pencil
-There are many students here.		-on	-behind	-a book

http://portaldoprofessor.mec.gov.br/storage/discovirtual/galerias/imagem/0000000171/0000021798.gif

APPENDIX E

Student consulting the LN

APPENDIX F

Student organizing the LN

ANNEX A

LN produced by one of the students

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