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Developing Communicative Competence in English Lessons: Focus on Lexical  
Competence

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## ZADÁNÍ BAKALÁŘSKÉ PRÁCE

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### Zásady pro vypracování

Cílem této bakalářské práce je prozkoumat příležitosti pro rozvoj lexikální kompetence ve výuce anglického jazyka u žáků základní školy. Studentka ve své práci nejprve vymezí koncept lexikální kompetence ve vztahu ke komunikační kompetenci, popíše možné strategie učení, které lze pro rozvoj této kompetence využívat a bude definovat didaktické možnosti a příležitosti jejího rozvoje. V praktické části práce pak bude prostřednictvím strukturovaného pozorování zjišťovat, zda a jakými způsoby učitelé anglického jazyka podporují osvojování slovní zásoby u žáků základní školy.

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## **Annotation**

This bachelor thesis deals with the issue of developing communicative competence in English lessons. Specifically, the thesis aims at development of the lexical competence in primary school learners. The theoretical part concerns with the topics of the background of the communicative competence and its classification. Subsequently, the thesis discusses the word meaning and word formation processes and puts the information into the larger context of primary education. Finally, the language learning strategies and teaching aids are presented to provide the theoretical background for the practical part, which is concerned with the research of the language learning strategies and teaching aids used for vocabulary development which are applied by the first and fifth grade students during the English lessons.

## **Key Words**

lexical competence, vocabulary, primary education, primary school learners, language learning strategies, teaching aids

## **Anotace**

Tato bakalářská práce se zabývá rozvojem komunikační kompetence v hodinách anglického jazyka. Konkrétně je tato práce cílená na rozvoj lexikální kompetence u žáků prvního stupně základní školy. Teoretická část nejprve vysvětluje záležitost komunikační kompetence a její dělení. Dále poté řeší otázku významu slov a slovtvorby a zasazuje informace do kontextu výuky základního vzdělávání. Na závěr jsou diskutována témata týkající se učebních strategií a učebních pomůcek, která poskytují teoretické poznatky pro praktickou část práce. Ta se poté zabývá výzkumem učebních strategií a učebních pomůcek užitých pro rozvoj slovní zásoby při hodinách anglického jazyka žáků prvního a pátého stupně základní školy.

## **Klíčová slova**

lexikální kompetence, slovní zásoba, základní vzdělávání, žáci prvního stupně základní školy, učební strategie, učební pomůcky

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## **Introduction**

Vocabulary knowledge is, and always has been, the most essential part of every foreign language education. However, the issue of learning and teaching vocabulary at schools could be a disputable topic. More and more learners have the unpleasant experience with learning a lot of new words at school without actually using them in a real context. Therefore, this thesis deals with the topic of teaching and learning vocabulary at primary schools. In general, the thesis develops the topic of communicative competence, specifically, lexical competence and its developing in primary school learners. The vital part of education is the use of language learning strategies. They are used by learners every day during educational process and they contribute to the effective vocabulary development. Thus, the main aim of this thesis is to find out the language learning strategies which are used for vocabulary learning and teaching.

First of all, the theoretical part of the thesis explains the communicative competence and its background and composition. Since the main focus of the thesis is vocabulary, the component of the communicative competence, called lexical competence, is developed throughout the thesis. Subsequently, the basic terms as lexicology, word and vocabulary are explained. The third and fourth chapters deal with the topic of word formation and word meaning because for vocabulary development it is necessary to know how the words are built and to understand the difference between the word form and meaning. The following chapter puts the issues from the previous chapters into a larger context and it discusses the issue of teaching vocabulary. The terms teaching and learning and the primary education are explained. Moreover, it provides the characteristic of the primary school learners. The sixth chapter concerns the topic of language learning strategies and the practical part is done on the basis of this chapter. The last chapter of the theoretical part discusses the topic of teaching aids which could be used for learning and teaching vocabulary.

Afterwards, the practical part and its research is presented. It is done on the basis of the findings from the theoretical part. The research tries to find out the language learning strategies which are used at primary school for vocabulary learning and teaching. Firstly, the aim and the research questions are stated and the research method and description of the data collection and analysis are explained. In the following part, the individual lessons are analyzed. On the basis of the activities, which were observed at primary school, the language learning strategies are stated and discussed. Finally, the evaluation of the practical part is summarized and the results are presented.

## **Theoretical Part**

### **1 Communicative Competence**

Developing of communicative competence is nowadays the most important aim of foreign language education. The term was firstly used by Dell Hymes (1967) who saw the definition of the competence by Chomsky, who pointed out the formal system of a language (focus on grammar), “too limited.” Hymes promoted social and functional rules of a language. Thus, he came out with the term communicative competence with the definition that it is “that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts.” He also supported the difference between “knowledge about language and knowledge that enables a person to communicate functionally and interactively” (Hymes 1967; in Brown 2000, 246). Hymes’s idea influenced and changed English education, which had been known in the 1960s and 1970s, having supported communicative purpose and situational and functional view of language and was then further developed by, for example, Canale and Swain (1980) or Bachman (1990) (Hedge 2000, 46).

Communicative competence includes several key components which are presented by many authors. For example, Canale and Swain (1980) classify them as grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Bachman (1990) talks about language competence and communicative language ability and he divides the language competence into organizational competence and pragmatic competence. Grammatical and textual competence are included in the organizational one. Illocutionary competence, dealing with functions of language, and sociolinguistic competence belong to the pragmatic one. When talking about communicative language ability, Bachman adds also strategic competence serving for “making the final decision, among many possible options, on wording, phrasing, and other productive and receptive means for negotiating meaning.” (Brown 2000, 246-249)

However, the division mentioned in Common European Framework of Reference for Languages (2001), abbreviated as CEFR, is used for this thesis because of the fact that it is the framework used for defining requirements of foreign language education in the Czech Republic, which are set in Framework Educational Program for Basic Education (MŠMT 2017).

CEFR differentiates three subcategories which are the components of communicative language competences:

- Linguistic competences
- Sociolinguistic competences
- Pragmatic competences

Linguistic competences are discussed later. Sociolinguistic competences deal with the issues of politeness, social groups and classes and the influence of the specific language usage by the particular cultures. Discourse, cohesion, coherence, text types or language functions are topics which pragmatic competences are concerned with. (CEFR 2001, 13)

We will now explore linguistic competences, in particular, the lexical competence.

## **1.1 Linguistic Competences**

Taking into consideration the main aim, it is important to discuss linguistic competences which are defined as “knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated” (CEFR 2001, 109). Hedge (2000, 46) talks about the linguistic competence. To unify terminology, the term linguistic competences is used, according to CEFR, because, as was mentioned above, CEFR is the main source of the topic for this thesis. Hedge (2000, 46) explains that the main feature of linguistic competences is “knowledge of the language itself”. She adds the definition by Stern who defines what means to know a language. “The native speaker has an intuitive grasp of the linguistic, cognitive, affective and sociocultural meanings expressed by language forms” (Stern 1983, 343; in Hedge 2000, 46). This is the reason why linguistic competences include various aspects of the language knowledge as spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure and linguistic semantics (Hedge 2000, 47). To follow this idea, CEFR divides linguistic competences into six categories: lexical competence, grammatical competence, semantic competence, phonological competence, Orthographic competence and Orthoepic competence (CEFR 2001, 109). Lexical competence and regarding issues are discussed in detail within this thesis.

## **1.2 Lexical Competence**

Lexical competence is a part of linguistic competences and is defined as “knowledge of, and ability to use, the vocabulary of a language, consists of lexical elements and grammatical elements” (CEFR 2001, 110). Fixed expressions as, for example, sentential formulae, phrasal idioms or fixed frames and single word forms represent lexical elements. On the other hand,

grammatical elements mean articles, quantifiers, demonstratives, personal pronouns, question words and relatives, possessives, prepositions, auxiliary verbs, conjunctions and particles (CEFR 2001, 110-111). The following chapters of the thesis deals with issues concerning the lexical competence.

## **2 Basic Terms**

### **2.1 Lexicology**

First of all, to discuss the word more closely, it is important to mention the main linguistic discipline which deals with the study of words.

Janíková (2005, 54) defines lexicology as the theoretical discipline which research vocabulary, words and their meaning and cooperates with other language aspects as grammar, pronunciation or written forms of words. Lexicology also concerns with the fact that words do not work as isolated units. It operates with the system of words, how they cooperate and what their relations are. Vachek (1991, 5) adds that lexicology studies the structure and regularity which occur in vocabulary of the particular language.

Additionally, lexicology collaborates with other linguistic disciplines because of language diversity and complexity. To list some of them, Janíková mentions phonetics and phonology, stylistics, morphology, syntax, psycholinguistics, pragmalinguistics and sociolinguistics (2005, 74).

### **2.2 Word**

It is well-known that a word is the basic unit of a language. Peprník provides the definition of a word saying that “word is a combination of sounds, or its representation in writing, that symbolizes and communicates a meaning.” He adds that to define a word, the spaces between groups of letters are used. In the previous decades, the situation was different. There were no spaces between words and letters followed each other in lines. Since the invention of writing, the spaces between words occurred and people started to recognize words as “visual rather than auditory units” (1998, 3).

Katamba emphasizes the distinction between word-forms and a lexeme. A lexeme is something “more abstract” than a word and has a certain meaning. Word-forms are “the concrete objects that we put down on paper or utter when we use language” (2005, 18-20). Vachek describes a lexeme as a basic unit which is used as the “naming unit” (1991, 12). Peprník contributes with the practical example what is a lexeme. It is found in the dictionary as the bare infinitive for verbs and the singular for nouns (1998, 4).

Finally, it is important to mention the difference between grammatical and content words. Thornbury explains that the content words carry the meaning and information and when using them alone, the meaning is possible to recognize. These words are nouns, verbs, adjectives and adverbs. (2002, 4) On the other hand, there are grammatical words which Katamba (2005, 21) defines as “words in the sense of a lexical item with a certain meaning plus certain syntactic and morphological properties.” Thornbury (2002, 4) adds that they “contribute to the grammatical structure of the sentence.” These words are prepositions, conjunctions, determiners and pronouns.

### **2.3 Vocabulary**

The importance of vocabulary is generally mentioned both by teachers and students. As Pickett (1978; in Hedge 2000, 110) says, vocabulary is the key to any language. Hedge (2000, 110) confirms that vocabulary learning is a substantial task for learners of foreign language not only because of the fact that mistakes in vocabulary are more misleading than errors in grammar.

Although significance of vocabulary is obvious and well known, vocabulary learning and teaching was neglected in the last years. The reasons were embedded in emphasizing grammar, in teachers who were not motivated to teach vocabulary and also it was affected by the assumption that words can be taught only by experience which is not possible to create during language lessons. (Allen 1983, 3) Nevertheless, Hedge (2000, 111) proves that the situation has improved because of greater awareness of vocabulary learning.

However, to give a clear definition of vocabulary, it is difficult to come with the accurate thought. Peprník (1998, 12) contributes with his specification of vocabulary as “a set of interconnected phenomena that influence each other.” McCarthy (1990, viii) mentions that vocabulary is “the single, biggest component of any language course.” Ur (1991, 60) maintains that the term vocabulary is used for the words which are taught during the foreign language lessons. She highlights the fact that the vocabulary item is not only a single word but it can be composed of two or three parts with one meaning, as in the case of *post office* or *mother-in-law*. There are also idioms whose meaning is not possible to deduce from the words the idiom is composed of.

These issues are discussed in detail in the following chapters because they contribute to the process of vocabulary acquisition.

### **3 Word Formation**

When teaching and learning vocabulary, it is necessary to know how the words are built. As Janíková (2005, 57) mentions, cognition of a process of word building enables perceptive, sensitive and more conscious approach to learning a foreign language.

Word can function as a single unit without any additional parts. However, word can be also composed of smaller units which carry a grammatical function, called morphemes. Katamba (2005, 29) describes them as “the atoms with which words are built.” Each of the morphemes has its own position and cannot be used interchangeably. There is a linguistic discipline which deals with the issue of morphemes, called morphology. It studies the internal structure and formation of words. (Katamba 2005, 27)

To clarify the composition of words and their morphemes, it is important to remind that a word can be divided into a root and affixes. According to Katamba (2005, 50), a root is “a morpheme which forms the core of a word to which other morphemes may be added.” When talking about affixes, we can distinguish prefixes and suffixes. They are added to a root of a word. Prefixes are attached before a root, while suffixes are attached after a core. This process of adding prefixes or suffixes is called derivation and according to Yule (2010, 58), it is the most common type of word building.

Having provided the main explanation of word building, let us now look at other types of word formation. They are called coinage, borrowing, compounding, blending, clipping, backformation, conversion and acronyms.

#### **3.1 Coinage**

The process of word formation which is the least common is called coinage. It is the process of word building which is based on the invention of new terms. The most typical examples are words which were invented based on trade names or technical terms. It is said that some of these words become part of the everyday language as soon as they appear. The most noticeable word which was invented by coinage is the word *google*. (Yule 2010, 53)

#### **3.2 Borrowing**

In contrast to coinage as the least common word formation process, there is borrowing, which is believed to be one of the most common type of word building. Yule (2010, 54) explains that



borrowing means “taking over words from other languages.” To give some examples, Yule mentions *croissant*, which is a word taken from French, or *piano* taken from Italian.

### **3.3 Compounding**

Thornbury (2002, 5) claims that compounding is combination of two or more words which are independent. Yule provides his definition. Compounding is “a joining of two separate words to produce a single forms” (2010, 55). Thornbury adds that many of words which were created by compounding had functioned as single words. That is the reason why there are a lot of ways to spell them. We can spell them together, separately, or we can use a hyphen between them. Words created by compounding are, for example, *second-hand*, *paperback*, *dishwasher*. (Thornbury 2002, 5)

### **3.4 Blending**

To describe what blending means, Yule (2010, 55) says that it is a blend of two words which create a single new term. However, not only a combination of two separate words can create a new term, but also a part of one word which is added to the other. For example, the word *smog* is a combination of *smoke* and *fog*. To add some other examples of blending, Thornbury (2002, 5) mentions *brunch*, which is a combination of *breakfast* and *lunch*, or *infotainment* as combination of *entertainment* and *information*.

### **3.5 Clipping**

Subsequently, there is a word-formation process that is based on reducing a word to a shorter form. It happens when words have more than one syllable (Yale 2010, 56). Katamba (2005, 124) adds that the words are reduced to a monosyllabic or disyllabic form and the meaning of the clipped word is the same as the original one. The origin of these words is often found in the colloquial speech. The examples of clipping are *ad*, as the clipped form of *advertisement*, or *pub*, clipped form of *public house* (Yule 2010, 56).

### **3.6 Backformation**

Backformation is a special process which is the opposite of adding affixes. On the contrary, it means to remove an affix from the core of the word (Katamba 2005, 128). To be more specific, “a word of one type (usually a noun) is reduced to form a word of another type (usually a verb)” as in the case of *televise*, which was created from *television*. Other example is *donate*, from *donation* (Yule 2010, 56).

### **3.7 Conversion**

A type of word formation which is based on a category change is called conversion. It is also called “functional shift”. To explain it more clearly, it means to use the same word without any reduction for different word classes and functions.

There are a lot of types of a category change. Nouns, as, for instance, *bottle*, *butter* or *vacation*, can be used as verbs. On the contrary, verbs can function as nouns. For example, *guess* and *a guess*. Next, verbs also become adjectives, as in the situation of the verb *stand up*, which can function as an adjective *stand-up comedian*. Finally, adjectives, as *empty* or *dirty*, can function as verbs *to empty*, *to dirty*. (Yule 2010, 57)

### **3.8 Acronyms**

Last but not least, the shortening of the words is a special case of word building. The shortened words, which are usually referring to names of the companies or organizations, are called acronyms. They are formed from the initial letters taken from a set of particular words. They can differ in the point of pronunciation view. On the one hand, there are some cases which are based on pronouncing each of the separate letters, as in the case of *CD* (*compact disc*). On the other hand, there are acronyms which are pronounced as one single word, namely, *NATO*, *UNESCO*, *NASA*. (Katamba 2005, 126)

To conclude, there are a lot of processes which build words. They should not be forgotten because they are an important part of vocabulary acquisition.

## 4 Word Meaning

In an attempt to describe the difference between form and meaning, the chapter concerning this issue is introduced. Semantics is the linguistic discipline that studies the meaning of words, phrases and sentences. Yule (2010, 112) claims that semantics is focused on the general meaning rather than on subjective meaning. To be more specific, he adds that “in semantic analysis, there is always an attempt to focus on what the words conventionally mean, rather than on what an individual speaker might want them to mean on a particular occasion.”

Katamba (2005, 113) mentions also pragmatics as the linguistic discipline which examines meaning. Pragmatics “treats meanings that are assigned to utterances by speakers and hearers using language in particular contexts.”

### 4.1 Denotative, Connotative Meaning

Firstly, the term denotative meaning should be clarified. According to Hedge (2000, 112), denotative meaning means “if a word has reference to an object, action, or event in the physical world.” Ur (1991, 60) acknowledges that denotative meaning is “what it refers to a real world”, often the definition which is found in the dictionary. However, the situation, when acquiring vocabulary, is more complicated. Languages use a different labelling system, different categories or ways which describe particular objects or concepts. To give an example, English has only one word to say *grandmother*, although every person has two grandmothers. Nevertheless, some languages have two different words to say *grandmother*. So, it is not convenient to believe that acquiring vocabulary simply means to learn new words. (Hedge 2000, 112)

Secondly, the term connotative meaning is less obvious and means “the associations, or positive or negative feelings it evokes” (Ur 1991, 60). Hedge (2000, 112) confirms that connotative meaning is based on emotions and feelings and is influenced by the attitude of the listener or reader. The word *dog* is an example of connotative meaning. In English, this word evokes positive feelings, faithfulness and friendship. On the other hand, in Arabic it has negative meaning. (Ur 1991, 60)

A significant factor, which is important to mention when talking about connotative and denotative meaning, is context. To learn vocabulary effectively, it is important to learn also situations in which the particular item should be used. Thus, it is important to distinguish the

occurrence frequency of the word, formal or informal usage or suitability of the word for writing or speech. (Ur 1991, 60)

## 4.2 Semantic Features

Katamba (2005, 117) points out another way to recognize relationships between meanings of words called semantic components or semantic features. Basic elements, which can help to identify the meaning, are signaled by plus sign and minus sign and they can be analyzed to get the meaning of a word. When there is a word *girl*, we can analyze it as follows: (+ *human*, +*female* (or *-male*), - *adult*).

Yule emphasizes the principle of “oddness”. Let us examine the sentence *The hamburger ate the boy*. It is important to mention that it is not the syntactic structure that makes this sentence odd. This sentence is correct syntactically because it begins with a noun phrase, followed by a verb and a noun phrase. But semantic features make this sentence strange. The word *ate*, as a past form of *eat*, requires a subject which will be capable to work semantically together with *eat*. It must be “an animate being.” Therefore the word *hamburger*, as semantically analyzed *-animate*, cannot be used as a subject of the word *eat*. So, if we change the sentence, *The boy ate the hamburger*, it would be correct also from the semantic point of view because *the boy*, analyzed as *+animate*, can function as a subject of *eat*. (Yule 2010, 113-114)

## 4.3 Meaning Relations

In terms of meaning, words do not function as single units but there are relationships among them. This fact can be useful when learning and teaching vocabulary because it can help learners to understand better word meanings. The relationships are divided into two categories, as linguists called “axes”. The first axis represents syntagmatic relations which are categorized as horizontal. They study the relations among sentence constituents. In contrast, there are paradigmatic relations which characterize the vertical axis. These are “the complex relationships that exist between items in the whole lexical system.” It means, the knowledge of meaning of words and the relations to their similar and opposite alternatives. (Hedge 2000, 113)

### 4.3.1 Syntagmatic Relations

To begin with the syntagmatic relations, Hedge defines them as “relations between words as they occur in sequence.” (2000, 114) We can discover idioms, collocations or multi-word verbs as examples of syntagmatic relations.

Idioms are series of words which coexist in a sentence and function as a unit with one meaning. However, their meaning is not literal, “it cannot be deduced from an understanding of the parts.” They are specific also from the syntactic point of view because their usage is grammatically restricted. For example, someone can have a *chip on his shoulder*, but not *a shoulder with a chip*. (Gairns and Redman 1986, 35-36). Hedge (2000, 114) contributes that idioms are frequently used by native speakers and thus need to be a part of language learning.

When two words are frequently used together and function as one unit, they are called collocations (Gairns and Redman 1986, 37). “When we see one, we can make a fairly safe bet that the other is in the neighborhood,” adds Thornbury (2002, 7). Gairns and Redman (1986, 37) and Hedge (2000, 114) mention the most common types of collocations. For example, a subject plus a verb, *the lion roared* or *the dog barked*. Second collocation can be composed of a noun and an adjective. As in the case of *a ripe banana* or *a savage dog*. Next, there are cases of a verb and an object noun or a noun plus a present participle. To give some examples, *she bites her nails* or *bird-watching*. There are also other forms which can function as collocations but the above mentioned are the most frequently used.

Finally, there are multi-word verbs which belong to syntagmatic relations. They are often called phrasal verbs. Verbs which consist of two or three parts belong to this category. They are frequently used in informal language and can be composed of a verb plus an adverb (*swing around*) or a verb plus a preposition (*look after*). However, learners can have problems with identifying phrasal verbs because they can be written separately in a sentence, as, for example, *laying more workers off*, and they are often idiomatic. (Thornbury 2002, 6)

To conclude, syntagmatic relations can be difficult to learn because of the meaning which is not always literal and a problematic area for learners can be when producing them. Teachers should pay more attention to practice these issues and they should guide learners to use them appropriately. (Hedge 2000, 114)

#### **4.3.2 Paradigmatic Relations**

The complex relationships between words and their meanings are called paradigmatic relations (Hedge 2000, 114). They are sometimes called sense relations or lexical relations. The most common and the most frequently used relations are called synonymy, antonymy and hyponymy. In the following section, these and also other paradigmatic relations are introduced.

##### **A) Synonymy**

Peprník (1998, 15) describes a synonym as “a word or phrase which has the same or nearly the same meaning as another word or phrase.” Hedge (2000, 115) acknowledges that synonyms can be replaced by another without changing a meaning in a particular context. For example, the word *courteously* in a sentence *He answered the question courteously*, can be substituted for its synonym *politely*. However, Katamba (2005, 120) points out the fact that the meaning of synonyms is not necessarily identical. Thus, “synonyms cannot be freely exchanged for each other in all contexts.” Yule (2010, 117) confirms this assumption and he gives an example of a sentence *Sandy had only one answer correct on the test*. The word *answer* fits in the sentence well, nevertheless, its synonym *reply* would sound odd in this context. Yule adds that synonyms can also differ in formal and informal usage. For instance, *to buy* and *to purchase* are verbs which function as synonyms but we have to be careful about their usage in formal or informal contexts.

In addition, Peprník (1998, 16) mentions that synonyms can contribute to improve stylistic variety and notional precision because we avoid repetition of particular words.

## B) Antonymy

Antonyms are called the words with the opposite meanings. Hedge differentiates two types of antonymy called complementarity and converseness. We talk about complementarity when two meanings of words excludes each other. She calls them also “clear-cuts.” Such words are, for instance, *dead* and *alive*, or *female* and *male*. Converseness is, according to Hedge, “a relationship where one term implies the other”, as in the case of *import* and *export*, or *parent* and *child*. (2000, 115)

Yule divides antonyms into gradable and non-gradable categories. He describes non-gradable antonyms as “direct opposites,” whereas non-gradable as “opposites along a scale.” To give an example of gradable antonyms, Yule presents words *big/small*. These antonyms can be used in a comparative form, as in sentences *I’m bigger than you* and *A pony is smaller than a horse*. Even the negative form of gradable antonyms does not necessarily mean the direct opposite. In particular, *My car is not old* does not necessarily mean *My car is new*. On the other hand, non-gradable cannot be used in a comparative construction. It is not possible to say that someone is *more dead*. In contrast to the case of gradable ones, their negative forms do mean the other member. For example, *My grandparents aren’t alive* actually means *My grandparents are dead*. (Yule 2010, 117)

### C) Hyponymy

According to Peprník (1998, 19), a hyponym is “a word or lexeme with a more narrow or more specific meaning that comes under another wider or more general meaning. It is a subordinate term.” Katamba calls hyponymy as a relation of inclusion. It means that “one term is included in the meaning of another term.” To illustrate, *daffodil* is a hyponym of *flower* because *flower* is the superordinate term and *daffodil* is a type of flower. Therefore, Katamba emphasizes such a hierarchical structure which functions in this kind of relations. (2005, 119)

### D) Homonymy

When talking about homonymy, it is important to distinguish three terms, homonyms, homographs and homophones. Peprník (1998, 19) identifies homonyms as words which are different in meaning but are identical in sound. They occur when “one form (written or spoken) has two or more unrelated meanings,” adds Yule (2010, 120). *Bank* or *race* are a case in point. *Bank* could mean a financial institution or a bank of a river. *Race* means a contest of speed or an ethnic group.

Homophones are, on the contrary, identical in pronunciation but they differ in the view of spelling. For example, *course* and *coarse*.

Finally, homographs vary in pronunciation but they are spelled identically. Such as *lead* pronounced as [li:d] and *lead* pronounced as [led]. (Peprník 1998, 19)

Additionally, Katamba comments the importance of context because homonyms result in “lexical ambiguity” and it would not be possible to identify the correct meaning without the context (2005, 122).

### E) Polysemy

Another source of lexical ambiguity is polysemy. The problems with identifying polysemy can arise because of the similarity with homonymy. However, the main difference between them is that in the case of polysemy, words, which have the same form and multiple meanings, are related by meanings (Katamba 2005, 122). Peprník’s definition is similar to Katamba’s. He describes polysemy as “having two or more meanings, that is referring to two or more items of extralinguistic reality, but at the same time sharing at least one element of meaning” (1998, 15). Yule (2010, 120) shares some examples of polysemy. The word *head* can refer to the part of the body, to a person who is a leader in a company, or it can mean a froth on top of a glass of beer.

## **5 Teaching Vocabulary**

### **5.1 Teaching and Learning**

First of all, it is important to mention the terms teaching and learning. To define these two terms, Brown (2000, 7) states that learning is “acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.” On the other hand, teaching is defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand” (Brown 2000, 7). Afterwards, “teaching does not equal learning”, as Scrivener says. When teaching is happening, it does not necessarily mean that learning will happen as well. Teachers cannot learn anything for their learners and it is the effort of learners which has a crucial role in the process of learning. (Scrivener 2011, 21)

To put the notion into the larger context, Scrivener’s clarification is used. He highlights the experiential learning cycle. It depicts five stages of a learning process:

1. doing something
2. recalling what happened
3. reflection on that
4. drawing conclusions from the reflection
5. using those conclusions to inform and prepare for future practical experience

It follows some deductions for language teaching in the classroom. Teachers should give students opportunities to develop their language skills on their own. They should implement the practical experience for their students, which means “using language rather than simply listening to lectures about language.” Additionally, teachers should provide learners with techniques, materials and procedures which can help them to develop their learning skills. Finally, tolerance of mistakes should be kept to enable students to learn from them. (Scrivener 2011, 19-20)

### **5.2 Primary Education**

Since this theses is focused on the primary school learners, it is necessary to define the primary education and learners. Primary education follows early childhood education and it enables children to adapt to the systematic and compulsory education. Respect, developing of individual



needs of learners and cognition are the basic features of primary education. Moreover, it develops learners' motivation and activity to learning (MŠMT 2017, 8).

Primary education in the Czech Republic is divided into two periods. The first period includes the first, second and third grade, the second period consists of fourth and fifth grade. At the end of each period, the expected outcomes, which should be accomplished by students, are stated in FEP BE (Framework Educational Program for Basic Education, MŠMT 2017). Additionally, FEP BE (MŠMT 2017) states also requirements and topics which should learners acquire at the end of each stage of education.

When talking about primary school learners and foreign language education, the level which should be reached is A1. This inference is based on the examination of the expected outcomes stated in FEP BE (MŠMT 2017) and CEFR (2001). A1 learner is, according to CEFR (2001), called a basic user and is defined as follows:

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (CEFR 2001, 24)

From the point of view of the lexical competence, a learner at the level A1 "has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations" (CEFR 2001, 112). In addition, according to FEP BE (MŠMT 2017, 26), usage of vocabulary concerns the basic communicative situations and topics which include home, family, school, free time, jobs, human body, food, shopping, means of transport, the periods of the calendar year, animals, nature and weather.

### **5.3 Primary School Learners**

To introduce the topic concerning primary school learners, the characterization of young learners, presented by Scott and Ytreberg (1990), is mentioned. They distinguish two groups of young learners, five to seven year olds and eight to ten year olds. These are the learners who are in the Czech Republic participants of primary education. Scott and Ytreberg (1990) provide characterization of each group and they state what the learners at particular age can do. To begin with the first group, five to seven year olds, they can:

- talk about what they are doing
- tell you about what they have done or heard
- plan activities

- argue for something and tell you why they think what they think
- use logical reasoning
- use their vivid imaginations
- use a wide range of intonation patterns in their mother tongue
- understand direct human interaction

(Scott and Ytreberg 1990, 1-2)

The second group, eight to ten year old, are characterized as follows:

- their basic concepts are formed
- they can tell the difference between fact and fiction
- they ask questions all the time
- they rely on the spoken word as well as the physical world to convey and understand meaning
- they are able to make some decisions about their own learning
- they have definite view about what they like and do not like
- they are able to work with others and learn from others

(Scott and Ytreberg 1990, 3-4)

Scrivener mentions that in the recent years, learners of the second language are younger and younger. He sees the cause in the belief that “the younger you start, the more chance you have of making the learning successful.” Additionally, the sooner learners start, the longer time they will spend at school using the language, which will lead to improvement and development of their language skills. (Scrivener 2011, 321)

Subsequently, Scrivener explains that children at the early stage of learning a foreign language need to “use a language, not to study it in its own right.” They are not able to understand the point of English but they appreciate games, activities and interesting tasks. To give some useful examples how to work with young children, Scrivener mentions some ideas. Teachers should use pictures, videos, toys and motivating activities which push learners to activity. Then, the activities should not be long and topics should concern things and issues which students know and experience. (2011, 322-323)

Added to this, Ur claims that “children have a greater immediate need to be motivated by the teacher or the materials in order to learn effectively.” She mentions intrinsic and extrinsic

motivation. She considers intrinsic motivation, as interest in doing particular activities, more effective than the extrinsic motivation, as rewards or prizes. Emphasis should be put on the learners' senses and their activity in speech or movement. Pictures, stories and games are a great example of above mentioned, according to Ur, because they appeal to visual and aural channels and they require activity. (1991, 288)

## 6 Language Learning Strategies

After having explained the basic terms concerning educational process, learning strategies are explored. Firstly, it is important to clarify some diversity in terms. The term learning strategies is used by, for example, Brown (2000). Language strategies is the term used by Cohen and Weaver (2005). Cohen and Macaro (2007) talk about language learner strategies. Or the title language learning strategies is used by Oxford (1990). To unify terminology, the term language learning strategies is used within this theses because of the fact that Oxford's study is probably the best known work concerning this issue.

Recently, language learning strategies have become more visible because of the growing importance of the autonomous learning. It means that the teachers should provide not only skills and knowledge, but also techniques and strategies to develop learners' autonomy in learning (Janíková 2005, 19). Cohen (2007) acknowledges that autonomous language learning is related to language learning strategies. His survey resulted in a general definition. It means "learning which has its ultimate goal to produce self-motivated students who take control of the what, when and how of a language learning and learn successfully, independently of a teacher, and possibly outside of the classroom without any external influence." Additionally, Hedge (2000, 77) confirms, according to the findings of research, that to develop the independent language learners, language learning strategies are used.

Let us now reflect what language learning strategies are and what they could be good for. Language learning strategies help students to learn a language more effectively, permanently and they are used to find an easier way to cope with language learning. To be more specific, learners use them intentionally in order to find their ways how to learn, when and where. The learners who know it, they can find and remember new information, work with it in context and develop their future ability to learn (Lojová and Vlčková 2011, 108-109). Oxford (1990, 1) confirms that language learning strategies are important because they are "steps taken by students to enhance their own learning and they are tools for active, self-directed involvement, which is essential for developing communicative competence." Language learning strategies make the learning process "easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" (Oxford 1990, 8).

To mention the definition of Janíková (2005, 20), language learning strategies require learners' motivation and self-reliance to learn something new and their usage of approaches which are considered. The thought came out of several assumptions. Strategies are planned and conscious

activities which are aimed to the definite target which should be stated and explained to learners. Afterwards, Janíková highlights the process of choosing and using strategies stated by Bimmel (1993, 6; in Janíková 2005, 20-21). Learners have to state the aim, choose the suitable strategy, realize the strategy and, finally, evaluate the whole process. Whereupon choosing the suitable strategy by a learner does not necessarily mean that this strategy is effective. Additionally, Brown (2000, 113) remarks each of us has different strategies for solving some problems and they can vary in different contexts.

To illustrate the purpose and benefits of language learning strategies, they are used to perform specified tasks. Cohen mentions, that there is an agreement of the experts that strategies help to solve tasks and they are chosen with regard to specific tasks, in which case several strategies can be used repeatedly for different tasks. He also points out the importance of decision to select appropriate strategies by the individual learner (2007, 38). Subsequently, solving specific problems and compensation for a deficit in learning are other points which show the benefits of language learning strategies (Cohen 2007, 38-39).

Last but not least, it is necessary to mention that language learning strategies are often not possible to observe. Especially if we are talking about using mental associations, memory and imagery. In addition, some strategies are used outside of the classroom and therefore they are not possible to observe during lessons (Oxford 1990, 12). However, there are many strategies which are observable and it is always beneficial for teachers to know the strategies which are used by his learners because, as Brown (2000, 7) depicts, if a teacher knows how his learners learn, it will determine his teaching approach, methods and techniques.

## **6.1 Classification of Language Learning Strategies**

According to various criteria, we can distinguish different types of language learning strategies. The most common division includes three main categories, metacognitive, cognitive and socio-affective, which is mentioned by, for instance, Hedge (2000), Brown (2000), Janíková (2005), or Lojová and Vlčková (2011). Hedge (2000) and Brown (2000) emphasize also communication strategies which are divided into avoidance and compensatory strategies.

Nevertheless, the best known classification of language learning strategies is introduced by Oxford (1990), which is used also within the practical part of this thesis. Oxford differentiates indirect and direct strategies.

Direct strategies include:

- cognitive strategies
- memory strategies
- compensation strategies

Indirect strategies include:

- metacognitive strategies
- affective strategies
- social strategies

The main feature of direct strategies is the language itself. In other words, they require to involve the language and use the mental processes for producing a language. In addition, they are in a close relation to indirect ones which are considered as more general strategies developing a learning process without including a language directly. (Lojová and Vlčková 2011, 171-172)

### **6.1.1 Cognitive Strategies**

Cognitive strategies are vital when acquiring a new language and they are considered as the most common language learning strategies (Oxford 1990, 43). They are explained as “thought processes used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways” (Hedge 2000, 77-78). Brown (2000, 124) mentions that cognitive strategies are “more limited to specific learning tasks and involve more direct manipulation of the learning material itself.”

Oxford (1990, 43) points out four sets of cognitive strategies. These are:

- Practicing
- Receiving and sending messages
- Analyzing and reasoning
- Creating structure for input and output

The most important cognitive strategies are practicing ones because practice is the key point when reaching acceptable proficiency. Repetition, recombining or recognizing and using formulas and patterns are methods used for practicing. Strategies for receiving and sending messages help learners to get the idea quickly with the help of skimming and scanning. When

using analyzing and reasoning strategies, the general rules are applied on the new language. Rubin (1987; in Hedge 2000, 78) points out these strategies as well, which mean, according to him, using the knowledge of one language in connection to learning a second language. To organize all the words which are available in the new language, strategies which are used for creating structure, such as taking notes, summarizing or highlighting, are utilized. (Oxford 1990, 43-47)

### **6.1.2 Memory Strategies**

The main focus of memory strategies is to “help students store and retrieve new information.” Memory strategies are more effective when they are used simultaneously with affective and metacognitive strategies. Memory strategies are frequently used for learning vocabulary because they help to store thousands of meanings for different contexts.

There are four components which constitute memory strategies:

- Creating mental linkages
- Applying images and sounds
- Reviewing well
- Employing action

The main feature of creating mental linkages is meaning. Learners have to understand the language to be able to group the words, associate new information with the one which is already stored in memory, or to be able to put new words into the context to remember them easily. Applying images and sounds is based on connection of the visual image or sound with the given word or phrase. It includes using keywords, imagery or semantic mapping and also using sounds to remember new information. Reviewing should be done in intervals, “at first close together and then more widely spaced apart.” Movement, mechanical techniques and physical response are strategies used for employing action. (Oxford 1990, 38-43)

### **6.1.3 Compensation Strategies**

Compensation strategies “enable learners to use the new language for either comprehension or production despite limitations in knowledge” (Oxford 1990, 47). Compensation strategies are divided into:

- Guessing intelligently in listening and reading
- Overcoming limitations in speaking and writing

Linguistic and nonlinguistic clues are utilized for guessing when the absence of vocabulary, grammar, or target language elements occur or when the learner does not know the meaning of some words. Linguistic clues are based on language and they come from “aspects of the target language that the learner already knows, from the learner’s own language, or from another language.” Then, context, general knowledge or text structure are included in using nonlinguistic clues. To overcome limitations in speaking and writing, learners can switch to mother tongue, ask for help, use mime or gesture, create new words, choose the topic which is convenient for them, or use description and synonyms. (Oxford 1990, 49-51)

There are also some strategies, which are used to overcome some limitations, based on avoiding information. The avoidance of topic, communication in general, or avoidance of some specific expressions may occur (Oxford 1990, 50). Brown (2000, 127-129) adds that these strategies are applied also when learners avoid repetition of some lexical items during communication or when they avoid to say a word because of its phonological difficulty.

#### **6.1.4 Metacognitive Strategies**

When talking about metacognitive strategies, they are used when planning for learning, monitoring of the learning process, thinking about it and also evaluating how successful learning process has been after finishing an activity. Thus, learners use metacognitive strategies when they think about the comments concerning their work stated by teachers, or when they review their notes from lessons (Hedge 2000, 78). Janíková (2005, 24) adds that metacognitive strategies develop learners’ ability to identify difficulties and to change the methods which are not effective.

Oxford (1990, 137) differentiates three strategies which are based on self-evaluation, planning, organizing, setting goals or paying attention. These strategies are:

- Centering your learning
- Arranging and planning your learning
- Evaluating your learning

#### **6.1.5 Social Strategies**

Social strategies are based on interaction with others and ability to cooperate which leads to development of language skills. Learners use them when they communicate with others and



when they ask for explanation and for the right answer. Or when learners cooperate to finish an activity (Lojová and Vlčková 2011, 170). Hedge (2000, 79) mentions also conversations with native speakers or watching and listening TV or radio in the language a learner wants to improve. Oxford (1990, 145) highlights three sets which compose social strategies:

- Asking questions
- Cooperating with others
- Empathizing with others

### **6.1.6 Affective Strategies**

We talk about affective strategies when emotions, attitudes, motivations and values are the main features. These strategies function as regulation of emotions and motivation during the learning process. For instance, to regulate stress and fear and to encourage yourself to learn. (Lojová and Vlčková 2011, 170) According to Oxford (1990, 141), learners use three different affective strategies:

- Lowering anxiety
- Encouraging themselves
- Taking their emotional temperature

Learners can lower their anxiety with the help of using music or laughter, or using some relaxation techniques. When they want to encourage themselves, positive statements and rewards can be used and they have to think about taking risks wisely. To consider the last point, taking the emotional temperature, writing language learning diaries or discussing feelings with others can be applied.

## **6.2 Vocabulary Learning Strategies**

After talking generally about learning strategies, the specific learning strategies for vocabulary acquisition are presented.

Firstly, strategies which are related to learning vocabulary, mentioned by Janíková (2005, 117-119), are explained. She introduces, for example, using colors or highlighting the words which are difficult for learners, or the strategy which uses associations with the place where the word is written (on top, down or in the middle of the paper). The keyword method is mentioned subsequently, which aims to the connection of the new word with the one in the native language which sounds similarly. The method of the story can be also effective to learn new words. It is based on the context, creating a story, which is composed of the new words which must be

learnt. Lastly, visualization is a very common technique and is used in the games and activities in textbooks or when highlighting and categorizing words with colors.

If we consider communication strategies they are used to compensate the lack of knowledge. Specifically, the lack of vocabulary. They are an important part of interaction with other speakers because they maintain conversation smooth and fluent. There are a lot of strategies which can be applied when speakers are not able to remember the expression in the foreign language. In particular, mime and gestures are used to express request for help, the word with the similar meaning or the word which is borrowed from a different language can be employed as well. Speakers can also ask directly for the unknown expression, or they can simplify the sentence to avoid the unknown word. (Janíková 2005, 118-119)

Nyikos and Fan state, for instance, memorization strategies, repetition strategies, associative strategies, based on connecting words to their meanings, the keyword method, which is described above, or contextualized vocabulary inferencing strategies whose main consideration is that “vocabulary acquired by inferring meanings from contextualized readings appears to be more meaningful and better remembered than decontextualized rote memorization.” (2007, 259-263)

Hedge (2000, 117) points out cognitive strategies for acquiring vocabulary. Cognitive strategies were described in the previous chapter but to be more specific, when talking about vocabulary they are “direct mental operations which are concerned with working on new words in order to understand, categorize, and store them in the mental lexicon.” As examples of these strategies Hedge states grouping of words, differentiating their meanings, making associations and keyword method, which is mentioned also by Janíková (2005) and Nyikos and Fan (2007). Then, Hedge mentions metacognitive strategies in connection to learning and teaching vocabulary, being described as “indirect strategies which facilitate learning by actively involving the learner in conscious efforts to remember new words.” Gathering words from different contexts, using new words in dialogues or making word lists are typical activities concerning metacognitive strategies.

### **6.3 Learning Styles**

When talking about learning strategies, it is necessary to mention briefly also learning styles because they are strongly connected to learning strategies. Learning styles are “preferences within an individual” (Brown 2000, 114). Skehan (1991, 288; in Brown 2000, 114) notes that

learning styles refer to “a general predisposition, voluntary or not, toward processing information in a particular way.”

There are a lot of categorization of learning styles, however, given the fact that learning styles are not the main topic of this thesis, only the main division, which should be considered by teachers, is described. It is based on sensory preferences of the individual learners and it differentiates visual, auditory and kinesthetic learning styles. Brown (2000, 122) points out that visual types of learners prefer charts, pictures and graphic information, whereas auditory learners give preferences to auditory base, as listening to a lecture or audiotapes. Additionally, kinesthetic learning style is based on movement. These categories are mentioned by Oxford (1990), Vester (1997, 90; in Janíková 2005, 46), Brown (2000) or Lojová and Vlčková (2011). Some of them add also other areas, as Oxford’s tactile type, which means touch-oriented, or Vester (1997, 90; in Janíková 2005, 46) mention also haptic, verbal and interactive learning styles.

As Janíková (2005, 47) confirms, learning styles should be considered by teachers and they should adapt their teaching in accordance to the learning styles of their learners.

#### **6.4 Teachers’ Methods for Teaching New Words**

Even though teachers’ main goal may be “to build independence in learners by teaching them good strategies,” they also have to present new words using some techniques and methods (Hedge 2000, 126).

The first phase which must be reminded when teaching vocabulary is presenting new words. Janíková (2005, 98) describes this stage as introducing a new word to learners. It does not have to be planned, it can happen during the teaching process spontaneously. To present new words, Doyé (1971, 34; in Janíková 2005, 99) introduces the method of seven steps. The first step is the correct pronunciation of the word mentioned by the teacher, then explanation of the meaning of the given word should be presented. Third step concerns repetition of the word after the teacher. Subsequently, the written form should be stated and the new word is read, on the basis of the written form. Then, the word is introduced within the sentence and the last step is based on rewriting of the new word.

For presenting new words, the method which is based on grouping can be used. Scrivener (2011, 189) mentions that “it is usually most useful when the lexical items presented are connected in some way.” For example, we can group them according to their grammar use or the same location or event. When presenting lexis, Scrivener talks about two steps, presenting and

practicing of the new words. Several techniques can be used to introduce a new word, for example, pictures, facial expressions, mime, explanation, dictionary definition or direct translation. (Scrivener 2011, 189) However, teachers must remind also the second step of practicing the new words by, for instance, discussions and communicative activities or some written tasks. (Scrivener 2011, 191)

In addition to what is mentioned above, Allen (1983, 12) emphasizes methods for showing the meanings of words. Textbooks provide translation in the learners' mother tongue, teachers explain the word using simple English, or teaching aids, as pictures, can be used to explain the meaning of the given word. Frequently, the meaning of the word is mentioned after the form of the English word, however, Allen points out that teachers should also consider the opposite strategy concerning giving the meaning before the form. It can be done by providing students some experience. For instance, showing the object for which the English word will be taught, or providing pictures or drawings.

Last but not least, the phase which must be remembered after presenting new words is repetition and remembering. The research done by Bohn and Schreiter (1994, 200), mentioned in Janíková (2005, 107), shows that in twenty minutes we forget 30-40% of the newly required knowledge, in one day 50-60% is forgotten, in one week 70-75% and in one month we forget 80%. Thus, repetition of the new words is really important and it should be done regularly. To remember new words easily, Scrivener (2011, 201) describes some methods. To illustrate, creating mind maps can be effective because they show the connections of meaning between different words. The other example is creating word lists in the students' notebooks or using collocations for one keyword.

## **7 Teaching Aids and Using Technology**

Teaching aids are useful tools for both teaching and learning vocabulary. Nowadays, also modern technology becomes an important part of the educational process and when considering vocabulary acquisition, it must be mentioned too.

Teaching aids can be categorized into auditory, visual and audio-visual teaching aids mentioned by Löschmann and Janíková (1993, 164; in Janíková 2005, 129). Auditory teaching aids offer the listening exercises which are important when considering the phonological aspects of words and they are essential when presenting new words because the authentic pronunciation of the new word can be provided.

Visual teaching aids are connected to visualization which can help learners to categorize new words, get the meaning of the new word and also it can make the word more easily remembered. Visualization is also connected to remembering of the written form of the words. The teaching aids which can be offered are, for instance, vocabulary lists, foreign language texts, charts or pictures. (Löschmann and Janíková 1993, 164; in Janíková 2005, 129)

Finally, when concerning audio-visual teaching aids, they are meant to be the most effective aids for providing semantic features of new words. It is the connection of the auditory and visual material or support. To be more specific, from the point of view of vocabulary acquisition, if a word is pronounced and simultaneously the picture is shown, it contributes to better understanding of the meaning and longer preservation of the new word in memory. (Löschmann and Janíková 1993, 164; in Janíková 2005, 129)

Apart from flashcards, pictures, songs and music or learners' exercise books for recording new words, workbooks and textbooks, there are four main aids, using frequently in current teaching, described in the following text.

### **7.1 Dictionaries**

Dictionaries are great aids which are used for developing learning strategies in learners. Looking up in dictionary can develop learners' individuality and self-reliance when learning new words (Hedge 2000, 130). Janíková (2005, 132) adds that when dictionaries are used precisely, they can make learning more effective. Dictionaries should be part of the learning process as soon as possible because their use belongs to the most important learning strategies. However, "looking up words using a dictionary is a complex skill which few learners truly master" (Miller and Gildea 1985; in Nyikos and Fan 2007). To be more specific, learners have

to consider which words are worth to look them up, they have to be able to find the definition in the relevant dictionary, then, to think of the most suitable definition which is needed for their usage and context and finally, the correct grammar use of the given word must be applied (Scholfield 1982, 1999, Hartmann and James 1998; in Nyikos and Fan 2007, 263). Hedge (2000, 130) promotes monolingual dictionaries which provide also use of the given word in context and stress patterns in comparison to bilingual dictionaries providing translation into a mother language.

## **7.2 Interactive Whiteboards**

Interactive whiteboard is described, according to Scrivener, as “a multiple-purpose, touch-sensitive surface, usually attached to a computer and a set of loudspeakers. An image is projected onto the board from a data projector.” This modern teaching aid provides a lot of facilitations for teachers. In particular, for sharing learners’ work, projecting texts and pictures and it provides them also possibility to use different materials from internet. (Scrivener 2011, 336-337)

## **7.3 Presentation**

Presentation software is nowadays frequently employed in the learning process. “For many teachers, presentation software has become an important way of organizing, storing and showing learning content.” The advantage is that slides of the presentation can contain videos, pictures or texts and it provides support for teacher’s subject matter. However, presentation is also a great way how to involve learners into the teaching process. They can work actively on the stated topics and they can be creative in explaining the topic to others. (Scrivener 2011, 338)

## **7.4 Computers**

Lastly, the computer, as one of the main teaching aids, must be mentioned. Computers provide many possibilities to develop teaching. Besides the use of internet and materials and webpages which are available, educational programs are often provided. Nevertheless, teachers must be aware of the level and age of his learners and also of the topic which is being discussed. (Janíková 2005, 130).

Scrivener (2011, 334) adds also tablets computers and netbooks which are used similarly as computers and social media, as Twitter or Facebook, being at disposal within using of computers.

## **Practical Part**

### **8 Research**

#### **8.1 Research Aim**

Taking into consideration the theoretical part, the main aim of the practical part is to observe, collect and present the language learning strategies which are used for vocabulary acquisition at primary school. The research differentiates both strategies which are used by learners to acquire vocabulary during the English lessons and teachers' methods which are used for vocabulary teaching. Therefore, the main research question is:

- **Which language learning strategies are used in English lessons to develop vocabulary in primary school learners?**

According to the findings from the theoretical part, it came out that some of the strategies are not possible to observe. Especially if we are talking about using mental associations, memory and imagery. In addition, some strategies are used outside of the classroom and therefore they are not possible to observe during lessons (Oxford 1990, 12). Thus, only the language learning strategies which are observable in English lesson are presented within the practical part of this thesis.

Subsequently, further research questions concerning language learning strategies are aimed at the frequency of their usage in English lessons for activities concerning vocabulary. These questions are stated as:

- **How many language learning strategies are employed in English lessons for vocabulary acquisition?**
- **Which are the most common language learning strategies used the most frequently in English lessons for vocabulary learning and teaching?**

In addition, the research also deals with teaching aids which are utilized for vocabulary learning and teaching because they are useful tools to develop language learning strategies in learners. Therefore, the research explores also the question:

- **Which teaching aids are utilized for vocabulary learning and teaching?**

## 8.2 Research Method

By the research questions which are stated, it is obvious that the empirical research is applied for the practical part of this thesis. According to Čábalová (2011, 97), empirical research concerns with the educational environment and its cognition. The research is based on observations at school. Čábalová (2011, 100) defines observation as an activity which is aimed to monitoring the situations which happen during the educational process. It needs to be planned and the aim of the observation must be stated. Gavora (1996, 16) adds that not only the situations of the educational process are important but also people who participate the educational process or things and aids which are used by those people.

The research is a combination of qualitative and quantitative research, i.e. I collect the non-numerical data and also the numerical data and my research is focused on *which* strategies are used for developing vocabulary during English classes and also *how many*. Gavora mentions that the main features of the qualitative research are words and meaning of the actions. He adds that, as far as the qualitative research is concerned, the contact with the people the observer monitors is important. The main aim of the qualitative research is to understand and identify actions of people who are observed and to find causes and reasons for their behavior. When talking about quantitative research, its main aim is to study the frequency and amount of occurrence of the monitored features which are processed by using numbers. (Gavora 2010, 35-36)

The observations are done on the basis of the observation sheet, which has been created according to the findings from the theoretical part and with regard to the research questions. This type of observations, based on planned observation sheet, is called structured observation. Gavora (2010, 93) clarifies that the observer knows in advance what his aim is, he knows what he will observe and which aids he will use. Particularly, the observer structures the features he observes into categories which were stated in advance.

### 8.2.1 The Observation Sheet

The observation sheet used for this thesis is divided into several parts. At the top of the observation sheet there is space for a date, time, number of the lesson, class which is observed and the level of the students. The main section of the observation sheet is divided into four columns. The first and the second one cover teacher's and students' activity which concern vocabulary teaching and learning. As was mentioned above, teacher's and students' activities are differentiated within this thesis to find out strategies which are used by both students and



teachers to develop vocabulary. There is also a box for recording occurrence of the activity in one lesson to facilitate observations and to avoid repetition of one activity which occurs within one lesson more than once. Subsequently, there is a column for recording teaching aids if they are utilized for a particular observed activity. The different observation sheets are used for each lesson. The observation sheet which was used for the research is enclosed in appendices.

### **8.3 Data Collection**

The research has been held in the primary school in the South Moravia region. The school offers education for the primary school learners and also for the lower-secondary learners. The school is open towards learning languages. English is taught since the first grade there and all grades attend the English lessons, at least, three times a week. Every classroom is equipped with the interactive board and teachers use online applications for teaching a language. There is a special language classroom which offers modern teaching aids and devices. For example, an interactive board or computers and headphones for every student with a lot of language applications and educational programmes. Moreover, extra-curricular language courses are provided by the school, which the students can participate after lessons. The research was done in the lessons of primary school learners. Specifically, the English lessons of the first and fifth grade students were observed. I have chosen these two grades to find out the language learning strategies for vocabulary learning and teaching which are used at the beginning and at the end of the primary education, i.e. when entering the compulsory education and finishing the primary educational process. Fourteen English lessons were observed (seven English lessons of the first grade students, seven English lessons of the fifth grade students) and were taught by two teachers (a teacher for the first grade students and the other teacher for the fifth grade students).

### **8.4 Data Analysis**

To answer the main research question, which tries to find out which language learning strategies are used for vocabulary learning and teaching, the analysis of the strategies was done on the basis of the observation sheets. According to the students' and teachers' activities which were observed in the lessons of the first and the fifth grade students, the strategies are then stated. This analysis is based on the theoretical part of this thesis which deals with the issue of language learning strategies. The classification of language learning strategies stated by Oxford (1990) is applied within this research and is described in detail in the theoretical part of this thesis.

In addition, on the basis of the analyzed activities, the number of applied language learning strategies for vocabulary acquisition was determined and the most commonly used strategy was stated.

Subsequently, the recordings from the lessons shew the teaching aids which were used in lessons of the first and fifth grade students to learn and teach vocabulary.

## **9 Analysis of Lessons**

As is mentioned above, the analysis is based on the theoretical part of this thesis, specifically, on Oxford's classification of language learning strategies (1990) described in detail in the sixth chapter. Only the activities which concerned vocabulary development were observed and are described in this analysis.

### **9.1 First Grade Students**

The lessons of the first grade students were taught by one teacher who teaches also other subjects apart from English and is a class teacher. English is used also in subjects as Math or Physical education. However, I observed only the English lessons which took place in the same classroom where the teaching aids were provided. About twenty-four pupils attended the English lessons. The observations were done during January when the first grade students were able to read and write the basic words. According to School Education Program, abbreviated as SEP, the first grade students deal with the topics of colors, numbers, family, the body, toys and the alphabet.

#### **9.1.1 Lesson 1**

At the beginning of the lesson, the teacher welcomed each student. It was done on the basis of the cards with pictures representing the activity the students wanted to use for welcome with a teacher. The student pointed to the picture and he/she said the word in English. For example, "clap", "dance" or "hug". Then, the chosen welcome was performed with a teacher and both of them said a phrase "have a nice day." For this activity the cognitive strategies were used because students practiced the words and their pronunciation and they used a phrase which could be considered as a pattern used every day. The social strategies were applied as well during this activity because there was an interaction and cooperation with a teacher. This activity of welcome was performed during all the observations.

During the lesson, the teacher stated instructions in English. To give some examples, the teacher said "open your book", "take your yellow highlighter", or "write with your pen". To assure the students' understanding of the words, she also translated some of the instructions into Czech and she also demonstrated the required instruction. That is the reason why the compensation strategies were used because when students did not understand the instructions, they tried to guess what they were supposed to do on the basis of the teacher's illustration or they watched the activity of their classmates. Then, the cognitive strategies were used by students because

they had to analyze and translate the given instructions. Finally, the memory strategies were used for this activity because students had to physically response to the given instructions. The same instructions in English were given by the teacher within all the observed lessons.

Another activity which related to vocabulary was aimed to revision of the words from the previous lessons concerning the topic colors and numbers. The students used the flash cards. Each of the students had the flash cards on their desks and they had to put the card up with the correct color or number, which had been stated by the teacher in Czech, and they had to say the correct expression in English. The cognitive strategies were observed during this activity. Students practiced the words and they used analyzing when translating the given words. The memory strategies were applied as well when the students used images, in the form of flash cards, which could help them to remember the words. In this activity, one of the metacognitive strategy was possible to observe when learners had to pay attention to be able to find the correct flash card.

### **9.1.2 Lesson 2**

Apart from the welcoming activity mentioned above and giving instructions, during the second observed lesson the interactive board was used for revision of vocabulary concerning colors and numbers. The special educational application for learning English was used, which specifically aimed at vocabulary of colors and numbers. Students had to link the written forms of the words with the sounds or with the pictures on the board. The teacher invited them to pronounce the chosen word by themselves and also to say the Czech translation. The compensation strategies were employed very often for this activity. It happened so when the students were chosen to fulfill the task and did not know the word. They were searching for help of classmates or the teacher who helped him/her by giving some clues. For example, when talking about colors, the teacher mentioned the objects in the required color. Then, the memory strategies were utilized when using pictures and sounds for the given words. Finally, when students repeated the words after the native speaker and tried to imitate him, the cognitive strategies were applied.

The second activity, which concerned vocabulary, in the second lesson was revision of the words of the topic family. The teacher was telling the story in English and she used the words of the family members. When the students heard some of these expressions, they had to put their hands up. This activity employed the memory strategies when the words were put into the

context of the story. And also the cognitive strategies were utilized when the students had to recognize the words concerning family members.

The teacher used the method of grouping for teaching the words. For example, the words concerning different topics of colors, numbers and family were revised separately. The strategies which uses grouping are memory strategies which can help students to memorize words.

### **9.1.3 Lesson 3**

The first activity, which was related to learning vocabulary in this lesson, was based on flashcards with the pictures of family members. Students did the same activity also during the first observed lesson for revising words of colors and numbers. The teacher said the word in Czech and students had to put the right flash card up and said the correct English expression. The cognitive, memory and metacognitive strategies were applied for this activity, which is explained more specifically in the first lesson when the same task was performed.

Subsequently, the two new words were taught by the teacher, “a girl” and “a boy”. The teacher also mentioned the plural versions of these words which are formed by adding “s”. At first, the teacher pronounced these two words. Then, she mentioned the Czech translation. Afterwards, students had to repeat after her. Finally, the teacher said “girls” or “boys” and all the boys or girls had to stand up and pronounced the required expression. The strategies which were applied were memory and cognitive. Learners used repeating, translating and they practiced the pronunciation of the words. The physical response was employed as well, which is a feature of using memory strategies.

The game called “Bingo” was played at the end of the lesson in which students practiced the words of colors and family members. At first, the students colored the charts for the game with the pictures of family members and colors stated by the teacher. Then, she reported the word and students had to find it in the chart. The cognitive strategies were applied for this game when students must have translated the words, find the correct picture in the chart and analyze the expressions stated by the teacher. The memory strategies could be seen when students colored the pictures in the chart and thus, they used the mechanical technique for memorization of the words. The students had to decide to pay attention to be able to hear the teacher and to finish the activity. Therefore, the metacognitive strategies were used as well. Finally, the social strategies were observed when the learners asked for clarification of the given word or for repetition of the stated word.

#### **9.1.4 Lesson 4**

The activity which aimed at vocabulary learning during the fourth observed lesson was a song in which the students revised the words concerning the topic animals. The learners knew these words from the previous lessons. The song was played twice and when the children heard some expressions of animals, they demonstrated an action which is connected to the particular animals. For instance, when they heard the word “lion”, they shouted like this animal or the word “parrot” was connected to waving with the arms representing the movement of the bird with its wings. The students practiced these words with the help of their sounds, they had to recognize the given words in the lyrics of the song and also translated them. These are the main features of the cognitive strategies. Memory strategies were covered too, in the case of involving moving for revision of the words from the song in order to remember them.

The second activity, which included the words concerning animals, used the cognitive strategies. It was based on the listening and repeating the words after the native speaker and translating them into Czech. Repetition and translation are strategies used for practicing and analyzing the words and are included in the cognitive strategies.

#### **9.1.5 Lesson 5**

In the fifth observed lesson the new words were taught, which referred to the topic “toys”. The teacher used flash cards with the pictures of toys for showing the meaning of the words. At first, she mentioned the English expression for the given picture, then, she added also Czech translation. The students could see these pictures also in their textbooks and when the word was stated by the teacher, they pointed at the picture in their textbooks. Afterwards, the students were invited to repeat the English word after the teacher to practice pronunciation and they also mentioned the Czech translation of the word. The strategies which were applied for learning new words were cognitive strategies. The sets of cognitive strategies as translating, repeating, practicing with sounds and recognizing formulas were observed. Using the flash cards with pictures representing the words could help students to remember them and to create the mental linkage with the picture. Thus, it can be concluded that the teacher provided possibility to apply the memory strategies.

Then, the students practiced the new words concerning toys in the activity which was performed in pairs. The learners had the flash cards with the pictures of toys on their desks. One of the students pointed out one flash card and the other student had to say the English expression for the picture in the flash card. The cognitive strategies were observed for this activity. The

students used them when analyzing and translating the words. The cooperation was also employed in this activity, which is a feature of social strategies.

### **9.1.6 Lesson 6**

The task which included vocabulary revision and practice in this lesson was called “Simon says”. The game was based on the instructions which were stated by one person who was Simon and other participants had to carry out the given instructions. When Simon mentioned the phrase “Simon says” before the order, others were expected to fulfill it. When the command was given without this phrase, the action could not be performed. Firstly, the teacher revised the instructions which appeared in the game by stating the English and Czech expressions with the movement which must have been performed. Then, the teacher began the game as Simon and she stated the commands and students were carrying them out. Then, the teacher was replaced by some of the students who could try to give the instructions. A lot of compensation strategies were observed when the learners did not understand the given command. To give some evidence, they watched other classmates to get help and they often switched to mother tongue when they did not know what they were supposed to do. The social strategies were also observed when the students asked for clarification and repetition of the expression or when they cooperated with others. When translating, recognizing and practicing the expressions, the students applied the cognitive strategies. Memory strategies could be seen as well when students employed action and physical response for the given instructions.

### **9.1.7 Lesson 7**

The activity related to vocabulary was based on group work. Students worked in the groups of four. Each group had four flash cards with pictures concerning topics animals, numbers, colors and toys. The students in the group agreed on the words expressing pictures in the flash cards. Afterwards, they were invited to present their words to other students. The teacher wrote all the words on the board to show the written form of the words as well. For this activity, the students could apply social strategies when cooperating with others and asking them for clarification or repetition of the words. The compensation strategies were observed too when asking others for help and using gestures when the learners were not sure about the correct word. Memory strategies the students utilized when grouping the words according to the topics mentioned above and also when using pictures representing the words. The cognitive strategies were used for translating the words into English.

Subsequently, the words which were written on the board by the teacher during the first activity were used for the following task. The teacher mentioned one word and invited students to repeat after her to practice correct pronunciation and to mention Czech translation. The students in the groups, who had the flash card with the given word, had to stand up and show the picture to the whole class and they also came to the board and pointed at the written form of the word on the board. This task was repeated for all the words. Cognitive strategies were utilized when students repeated the words and translated them. They also used the visual aid and thus, the memory strategies could be employed as well. The students applied also the social strategies because they had to cooperate with other classmates in the group to show the correct flash card and the correct written form of the word.

## **9.2 Fifth Grade Students**

The observations in the lessons of the fifth grade students were carried out in two different classrooms because of the fact that the fifth grade students have three English lessons in a week and two of them take place in a typical classroom with a board and desks and one lesson takes place in a classroom equipped with computers and a special arrangement of sitting to enable interaction and cooperation with classmates. The lessons were led by one English teacher. The topics which the fifth grade students should be familiarized with, according to SEP, are the funfair, the time machine, large numbers, future, the Earth, buildings and school subjects.

### **9.2.1 Lesson 1**

The first activity, whose aim was to practice the basic communication phrases, was done in pairs and the students were supposed to ask the basic questions for communication and to discuss them with a classmate. The questions were revised before the activity by the teacher, who mentioned them in English and then, they were also translated into Czech by individual chosen students. The questions said “What is your name?”, “Where are you from?”, “Do you have a pet?”, “How are you?”. A lot of compensation strategies were observed during this activity. The students used mime and gestures when they were not able to remember the expression. They also often switched to Czech or they utilized a different word with the similar meaning. When the students did not know the answer, they avoided the question and continued to another one. The cognitive strategies were applied when translating the words and phrases from Czech into English and also from English into Czech and when repeating the phrases at the beginning of the lesson with a teacher. Surely, the learners used formulas and patterns and



they could try to practice them in a natural way. The social strategies were applied when cooperating with others during communication and when asking for explanation or repetition of what the classmate had said.

The following activity was based on the summary of information the students got from the discussion. They were invited to highlight the most important information about the other classmate. The teacher asked particular students what they found out and they had to answer. The students used the basic vocabulary for this activity. When they were not sure about the correct word, they asked the teacher in Czech. The cognitive strategies were mostly applied during this task because, as is mentioned above, students had to summarize and highlight the information gained from the discussion. The compensation strategies were used when asking the teacher for help and switching to the mother tongue.

In another task, students revised the words concerning topic “pets” in a crossword. The definition of pets was written next to the crossword and the students were supposed to find the correct word for the description and fill it in the crossword. Additionally, the teacher highlighted the words which were difficult by saying them in Czech and she offered the English expressions. The students used mostly the cognitive strategies for this activity. They revised the words, they translated them and they had to analyze them to find the correct word which was suitable for the given definition. The compensation strategies were observed too. When the students did not know the expression, they asked the teacher for help.

The last activity in the lesson, which aimed at vocabulary, was based on the sentences written on the board which included the words from the crossword. For instance, “Alicia has got two rabbits.” The teacher pointed out the difference between the singular and plural form of the words by adding –s for plural. At first, the teacher said these sentences in English and students translated them into Czech. Then, it was done the other way round. The cognitive strategies were applied when translating the sentences and practicing the words from the crosswords.

### **9.2.2 Lesson 2**

The first task was aimed at looking up the words in the dictionaries. The dictionaries were bilingual, thus, they provided the English and also the Czech expressions. The students were divided into groups and each group was supposed to find as many words as possible concerning the stated topic. Subsequently, wrote them down on the list. The different topics were given to each group. The topics concerned jobs, sports, animals and food. The students had already known how to work with a dictionary, therefore, they could find the words easily. The social

strategies were employed for this activity because the learners had to cooperate with others in the group to be able to fulfill the task. The cognitive strategies were used for translating words and also for using the correct written form of the words. The memory strategies could be employed for grouping the words on the basis of the topics

The following activity concerned the words which the students looked up in the dictionaries. Each group read their words in English with the Czech translation. When they pronounced some of them incorrectly, the teacher highlighted the correct pronunciation of the given word. The teacher also wrote some of the words, which she assumed as “new ones”, on the board and the students wrote them down to their exercise books. The students employed the social strategies when they asked other classmates or the teacher for clarification or repetition. And they applied also the cognitive strategies when using the written forms of the words and their sounds, when translating the words into Czech and also when writing down the new words to their exercise books.

The last activity, which was connected to the previous ones, was based on creating two sentences with the use of the two chosen words from students’ word lists created during the previous activities. The students wrote the sentences down and subsequently, they were invited to read them aloud. The memory strategies were used when new words were put into a context of the sentence, which could help learners to memorize the words. The cognitive strategies were applied when using writing system. The students practiced also the correct pronunciation when reading the sentences aloud.

### **9.2.3 Lesson 3**

The third observed lesson took place in the special classroom with computers. Each of the students had the use of his own computer and headphones.

Firstly, the students played the game “Kahoot!”. This online learning game provided English words of a topic which was chosen by the teacher. The students were supposed to find and decide for the correct answer in a ten seconds interval. The answers were based on the correct spelling, Czech or English translation or the phonological transcription of the given word. The strategies which were utilized during this game were cognitive and compensation. The students practiced words on a particular topic by translating them, recognizing them and analyzing them. The compensation strategies were observed when students guessed intelligently with the use of linguistic clues to find the correct answer.

The following activity was based on practicing the basic conversation phrases. The online educational program “Smartclass” is used within the English lessons and it enables students to cooperate both with the teacher and other classmates. For the observed activity, the teacher connected two or three students and with the help of headphones, they communicated together and they discussed the basic communication situations with the use of the well-known phrases. The teacher could listen to the students and interrupt them through the headphones and she gave them feedback as soon as the conversation had been finished. The cognitive strategies were applied when practicing the phrases in the conversation, translating them and recombining them. The students also sometimes switched to mother tongue during conversation or they asked the other classmate for help, thus, the compensation strategies were employed as well. Social strategies were used for cooperating with others, maintaining the conversation and when asking for clarification.

Subsequently, the next activity aimed at practicing new vocabulary concerning months of the year. The students were supposed to fulfil the tasks concerning the topic and sent it to the teacher. The tasks included ordering the letters according to the right spelling, or linking the Czech words with their English equivalents. The students also practiced the correct pronunciation when they were supposed to record their pronunciation of the given words on the basis of the pronunciation of the native speaker they could hear within the task. For this activity, the students applied the metacognitive strategies because when they fulfilled the tasks and recorded pronunciation of the words, they had to evaluate themselves and chose the best recording which was then sent to the teacher. The cognitive strategies were utilized as well when the students dealt with the repetition of the words to practice the pronunciation. Cognitive strategies were used also for translation and analyzing the expressions in the tasks. The learners were also provided with the visual support in the form of pictures and auditory support was also given, thus, the learners could apply the memory strategies for remembering the words.

#### **9.2.4 Lesson 4**

The first activity was based on new vocabulary concerning the topic school subjects. The interactive board was used for this activity. First of all, the teacher projected the pictures which represented particular subjects at school without the Czech or English expressions. The students were supposed to guess the topic which connected all of the pictures. Subsequently, the teacher added the English words for each picture with the pronunciation of the given word. The students could see the correct spelling under the picture, they could hear the correct pronunciation and they could mentally link the new expression with the picture. Thus, the memory strategies could

be employed by the students. The teacher used also gestures and mime which could help learners to remember new words, which was another reason for utilizing the memory strategies. The students were then invited to repeat after the teacher the words which they could see also on the board. The teacher also provided the Czech translation. The cognitive strategies were applied for this activity for repetition and translation of the new words.

After introducing the new words, the students were supposed to write down the words to their exercise books. The metacognitive strategies were observed because some of the students were able to monitor their vocabulary and they did not record the words which they had already known. When recording new words, the students practiced the correct spelling. Thus, they practiced the writing system and the cognitive strategies were applied.

The following activity included the students' workbooks. The learners practiced the new introduced words in the exercise in which they had to fill in the appropriate words concerning school subjects into the sentences. Afterwards, the revision of the exercise was done and the students could check their answers. The learners practiced the new words in the context, they had to spell the words correctly and during the revision, they also repeated and translated the sentences. Thus, the cognitive strategies were employed for this activity. The compensation strategies were observed for this activity too when the students asked the teacher for help, when they did not understand what they were supposed to do, or when they did not understand the sentence. They also had to use linguistic clues to be able to fill in the sentences even though they did not understand all the words in the exercise.

At the end of the lesson, the teacher asked for feedback. The students could say which words were the most difficult for them and also, on the other hand, which were familiar for them. Therefore, the learners could evaluate and monitor their learning and they could apply the metacognitive strategies.

### **9.2.5 Lesson 5**

The first activity included revision of vocabulary from the previous lesson concerning school subjects. The teacher asked students for the English translation of the Czech words. Then, she said the words in English and students had to translate them into Czech. Subsequently, the teacher stated Czech sentences which included those words and the students had to translate them to English. The cognitive strategies were employed for this activity because students translated the words and sentences, they had to recognize them and they could practice the words in the sentences.

The second activity which concerned vocabulary was a task which was based on creating a story. The students were divided into groups and each of the groups got five pictures. The students in the group had to agree on the English expression for the given pictures. When they did not know the word, the teacher referred them to the dictionary where they could look the word up. When the words were stated, the learners were supposed to create a story which included these five words. The learners in the group had to cooperate and communicate. That is the reason why the social strategies were utilized. The students also applied the cognitive strategies for translating the words, recombining them and putting them into realistic setting of the story. This task included also the use of metacognitive strategies because the students in the groups had to plan and organize their work to fulfil the task. Compensation strategies were employed when the learners asked each other for help or when they switched to the mother tongue.

### **9.2.6 Lesson 6**

The sixth lesson took place in the classroom with the computers, equally as the lesson three. The same activities were performed during the lesson, as the online game “Kahoot!”, speaking activity and the activities concerning vocabulary, which are mentioned in the lesson three. For the vocabulary activities, the different topic was stated, which was called “buildings”. Therefore, the students utilized cognitive strategies when they analyzed, translated, repeated and practiced the words and phrases. Compensation strategies were used for the first and second activity when the learners guessed the correct answer and when they asked for help and switched to mother tongue during conversation activity. For the second speaking activity, the social strategies were utilized when cooperating with other students. The metacognitive strategies were observed too. Students had to evaluate themselves to send the best outcome to the teacher and they had to organize the tasks to be able to fulfill them in the given amount of time. The memory strategies could be employed as well which could help students to remember new words. For example, the support of pictures and grouping of the words according to the topic.

In addition, there was one extra activity observed, which was not seen during the third lesson. The students opened the web page called “Learning Chocolate” on their computers and they were supposed to choose one optional topic and fulfil the tasks which were given. For example, they could practice pronunciation, translation or spelling of the words. The visual support was provided in the form of pictures for all the words. The learners applied the cognitive strategies because they had to translate the expression into English, analyze them to be able to spell them

correctly and they also repeated the correct pronunciation after the native speaker. On the basis of the use of pictures and sounds, the learners could apply the memory strategies. The compensation strategies were observed as well when the students used linguistic clues to get the meaning of the unknown words in the task. Finally, the metacognitive strategies were seen during this activity when some of the students wrote the new words to their exercise books to learn and remember them.

### **9.2.7 Lesson 7**

During the seventh observed lesson, the students practiced vocabulary of prepositions. It is important to say that these words were not new for the students, they only revised them and practiced them. First of all, the teacher mentioned the words in English and wrote them on the board. Then, the teacher pointed at one word and the students had to demonstrate the preposition by physical action. For example, when the teacher mentioned the preposition “next to”, the students had to stand next to their desks. The learners could apply memory strategies because they employed action which was connected to the stated word. They also employed cognitive strategies for translating the words, repeating and recognizing them. The social strategies were also observed when the students asked the teacher or other classmate for repetition of the given word or when they asked for explanation of the word.

In the second activity, the students used the prepositions, which were revised during the first activity, in the exercise in their workbooks. They described the pictures of the room by using the prepositions. The exercise was subsequently checked by projecting the correct answers on the board. So, the students could check also the correct spelling of the words. The cognitive strategies were used when the learners practiced the writing system of the words, analyzed and translated the expressions in the exercise. The students also applied the compensation strategies. They asked for help when they were not sure about the correct answer, or they asked for the explanation of the given words which included also the social strategies which were seen also when the students cooperated with their classmates to complete the exercise. The metacognitive strategies were employed when the correct answers were provided and the learners could evaluate their work.

## 10 Final Evaluation of the Practical Part

First of all, the main research question, which aimed at language learning strategies which were used in English lessons to develop vocabulary in primary school learners, is evaluated. Subsequently, the other research questions, which concerned how many strategies were used and which are the most common language learning strategies for vocabulary learning and teaching, are discussed. The lessons of the first and the fifth grade students are evaluated separately. Then, the results are connected and the final summary is done. Finally, there is a conclusion of the research concerning the teaching aids used for vocabulary activities.

On the basis of the observations of the activities, which concerned vocabulary learning and teaching, the first grade students applied cognitive, memory, compensation, metacognitive and social strategies. The affective strategies were not possible to observe. In the 7 English lessons, 28 activities, which were aimed to vocabulary, were observed. The activities are counted as described in the analysis of the lessons and each activity can include more actions. It is important to add that the activities of welcome and giving instructions are described only in the first lesson but they are figured in all the seven lessons. The table 1 depicts the results.

**Table 1:** Language Learning Strategies- First Grade Students

<b>Strategies</b>	<b>Occurrence of the strategies in 7 lessons (28 activities)</b>
Memory strategies	19
Cognitive strategies	28
Compensation strategies	10
Metacognitive strategies	3
Affective strategies	0
Social strategies	11

As the table 1 shows, the most common language learning strategies for vocabulary activities used by first grade students are cognitive strategies which were applied for all the 28 observed activities in all the 7 observed lessons.

The observations of the fifth grade students proved that the language learning strategies which were applied for activities aimed at vocabulary were memory, cognitive, compensation, metacognitive and social. The affective strategies were not possible to observe. In total, 22 activities which concerned vocabulary learning and teaching were seen in the lessons. The table 2 depicts the occurrence of the strategies during the 7 lessons which were observed.

**Table 2:** Language Learning Strategies- Fifth Grade Students

<b>Strategies</b>	<b>Occurrence of the strategies in 7 lessons (22 activities)</b>
Memory strategies	7
Cognitive strategies	21
Compensation strategies	11
Metacognitive strategies	6
Affective strategies	0
Social strategies	8

The table 2 depicts that the cognitive strategies were applied the most frequently by the fifth grade students during the lessons for teaching and learning vocabulary.

To summarize the results collected in the English lessons of the first and fifth grade students, the memory, cognitive, compensation, metacognitive and social strategies were employed for vocabulary activities. The affective strategies were not possible to observe neither in the lessons of the first grade students nor the fifth grade students. During 14 lessons, 50 activities which aimed at vocabulary development were observed. The table 3 concludes the occurrence of the particular strategies. Moreover, the table 3 depicts that the most common language learning strategies which were used for vocabulary activities were cognitive strategies and they occurred 49 times during the 14 English lessons and 50 activities aimed at vocabulary.



**Table 3:** Language Learning Strategies

<b>Strategies</b>	<b>Occurrence of the strategies in 14 lessons (50 activities)</b>
Memory strategies	26
Cognitive strategies	49
Compensation strategies	21
Metacognitive strategies	9
Affective strategies	0
Social strategies	19

Let us now consider the issue of teaching aids which were utilized during vocabulary teaching and learning. The tables 4 and 5 show the overview. The teaching aids which were used by the first grade students were mostly visual, as flash cards with pictures, worksheets or textbooks. The auditory teaching aids included the song and the recording. Interactive board provided audio-visual support for the students. On the other hand, the students of the fifth grade students utilized board, worksheets, word lists, dictionaries, exercise books, textbooks, workbooks and flash cards as the visual educational support. The audio-visual teaching aids which were employed for teaching and learning words were the interactive board, computers and headphones.

**Table 4:** Teaching Aids-First Grade Students

<b>Number of the Lesson</b>	<b>Teaching Aid</b>
Lesson 1	Flash cards, flash cards
Lesson 2	Interactive board
Lesson 3	Flash cards, worksheet
Lesson 4	Song, recording
Lesson 5	Flash cards, textbooks, flash cards
Lesson 6	x
Lesson 7	Flash cards, interactive board, interactive board, flash cards

**Table 5:** Teaching Aids- Fifth Grade Students

<b>Number of the lesson</b>	<b>Teaching Aid</b>
Lesson 1	Worksheet, board
Lesson 2	Dictionary, word lists, board, exercise books
Lesson 3	Computers, headphones
Lesson 4	Interactive board, exercise books, workbooks
Lesson 5	Flash cards
Lesson 6	Computers, headphones
Lesson 7	Workbooks

## **Conclusion**

To conclude, this bachelor thesis is concerned with vocabulary and its developing at primary school learners. The theoretical part provided foundations for the practical part and its research, which was done on the basis of the findings from the theoretical part.

The first chapter of the theoretical part described the communicative competence and its components. Specifically, the linguistic competences and the lexical competence which was then explored within this thesis. The second chapter explained the basic terms which were fundamental throughout the thesis. Firstly, the term lexicology was explained, which is the main linguistic discipline dealing with the study of words. Then, the terms word and vocabulary were clarified. The following chapter was concerned with the issue of word formation. Firstly, it was explained how the words are built and then, the main word formation processes were stated and described. The topic of word meaning was discussed within the fourth chapter. The linguistic disciplines which deal with the word meaning were described. Then, the difference between the connotative and denotative meaning was explained. Finally, the chapter was concerned with the semantic features and meaning relations. Subsequently, the terms teaching and learning and primary education were clarified and the primary school learners were discussed. The sixth chapter could be considered as the vital one because the research of the practical part was done mainly on the basis of this chapter. It dealt with the issue of language learning strategies, their characterization, their purpose and classification. In addition, the specific strategies for vocabulary teaching and learning and the teachers' methods for vocabulary teaching were presented. The teaching aids which are used in the lesson as the support for teaching and learning vocabulary were described and categorized in the last chapter of the theoretical part.

The main aim of the practical part and its research was to collect, observe and present the language learning strategies which were utilized for vocabulary teaching and learning activities. The memory, cognitive, compensation, metacognitive and social strategies were employed in the English lesson. Only the affective strategies were not possible to observe. Moreover, the occurrence of the language learning strategies used for vocabulary development was recorded and then, the most common language learning strategies used for vocabulary activities were stated. The research has shown that the cognitive strategies were applied mostly, both by the first and fifth grade students. Another aim of the practical part was to find out which teaching aids were used for activities which included vocabulary development. According to the findings from the research, the visual, auditory and also audio-visual teaching aids were utilized during the English lessons for vocabulary acquisition.

All in all, vocabulary acquisition is the fundamental skill for any kind of language and the issues which are explored within this thesis should help the learners and teachers of the foreign language to cope with it.

## RESUMÉ

Znalost slovní zásoby je, a vždy byla, považována za nejdůležitější dovednost při osvojování cizího jazyka. Avšak v dnešní době je otázka výuky slovní zásoby na školách velice diskutabilní. Stále více žáků se setkává s nepříjemnou zkušeností, kdy se učí mnoho slov nazpaměť bez schopnosti tato slova poté využít v reálném kontextu. Z tohoto důvodu je hlavním tématem této bakalářské práce výuka a osvojování slovní zásoby u žáků prvního stupně základní školy. Obecně řečeno se tato práce zabývá rozvojem komunikační kompetence v hodinách anglického jazyka se zaměřením na kompetenci lexikální. Pro práci se slovní zásobou jsou nedílnou součástí učební strategie, které jsou ve výuce přítomny téměř neustále a přispívají k efektivnímu rozvoji slovní zásoby. Hlavním cílem této bakalářské práce je proto prozkoumat učební strategie, které žákům prvního stupně základní školy pomáhají a slouží k rozvoji slovní zásoby.

Práce je rozdělena na dvě části, teoretickou a praktickou. Teoretická část poskytuje informační rámec, ze kterého poté čerpá část praktická. První kapitola teoretické části řeší otázku komunikační kompetence jakožto hlavní cíl cizojazyčné výuky. Nejprve jsou zmíněny informace o jejím vzniku a vývoji od roku 1967 a jsou zmíněny také různé složky, které utváří komunikační kompetenci. Pro potřeby této bakalářské práce je využit model definovaný Společným evropským referenčním rámcem pro jazyky (CEFR), neboť Rámcový vzdělávací program pro základní vzdělávání (RVP ZV) využívá tento model pro definování očekávaných výstupů a požadavků pro cizojazyčnou výuku v České republice. Dále tato kapitola řeší rozdělení komunikační kompetence a detailněji se zabývá lingvistickými kompetencemi jakožto hlavní skupinou pro lexikální kompetenci, která je analyzována v průběhu celé této práce.

Druhá kapitola vysvětluje základní termíny, které jsou důležité pro celou práci. Nejprve je vysvětlen pojem lexikologie, což je hlavní lingvistická disciplína, která se zabývá studiem slovní zásoby. Dále je popsána základní jednotka jazyka, slovo, a termín slovní zásoba. Tyto dva termíny je důležité rozlišovat, neboť neznamenaají totéž a nemohou být používány zaměnitelně.

Třetí kapitola se zabývá tématem slovotvorby, neboť pro výuku slovní zásoby je tato znalost neodmyslitelná. Nejdříve je vysvětlen základní princip tvorby slov, který je následován prezentací základních procesů pro slovotvorbu. Těchto procesů je osm a každý z nich má svůj specifický anglický název. Tyto procesy se podílí na utváření slov, například převzetím slova

z jiného jazyka nebo přidáním či odebráním předpony či přípony. Každý z těchto procesů má jiný postup. Pro snadnější pochopení daného slovo tvorného procesu jsou u každého zmíněny také příklady slov, které byly utvořeny daným procesem.

V následující kapitole se tato práce zabývá tématem významu slov, neboť je důležité pochopit rozdíl mezi formou a významem slov. Nejprve je vysvětlen rozdíl mezi konotativním a denotativním významem slov. Dále jsou diskutovány základní významové prvky, na základě kterých lze posoudit význam slov. V neposlední řadě jsou také zmíněny významové vztahy mezi slovy, které se dělí na syntagmatické a paradigmatické. Ty jsou poté v kapitole rozebírány a klasifikovány.

Pátá kapitola poskytuje širší kontext pro informace získané během předešlých kapitol, neboť se zabývá výukou slovní zásoby. Řeší zde základní rozdíl mezi pojmy „učení se“ a „vyučovat“ a také popisuje základní vzdělávání na základě Rámcového vzdělávacího programu pro základní vzdělávání. Dále je zde také popsána úroveň jazyka, která by měla být dosažena žáky prvního stupně základní školy. Tato úroveň je vyvozena z Evropského referenčního rámce pro jazyky (CEFR) a z Rámcového vzdělávacího programu pro základní vzdělávání. V návaznosti na toto téma je uváděna také charakteristika žáků prvního stupně základní školy, popis jejich schopností a možností pro výuku.

Šestá kapitola je stěžejní kapitolou pro praktickou část. Tato kapitola řeší otázku učebních strategií. Nejprve je vysvětleno, co učební strategie jsou, proč jsou používány, jaký je jejich účel při výuce a k čemu žákům mohou pomoci. Učební strategie jsou poté klasifikovány na základě rozdělení Oxfordové (1990). Tato klasifikace rozděluje učební strategie do přímých a nepřímých, které se poté dále dělí na další skupiny. Do přímých se řadí strategie kognitivní, paměťové a kompenzační. Mezi nepřímé strategie patří metakognitivní, afektivní a sociální. Všechny učební strategie jsou poté vysvětleny. Dané rozdělení je následně použito pro analýzu aktivit v praktické části. Kapitola také zahrnuje příklady určitých učebních strategií, které se dají využít konkrétně při výuce slovní zásoby. Učební styly úzce souvisí s učebními strategiemi, tudíž jsou také projednávány, avšak velmi stručně, neboť nejsou hlavním tématem této práce. Metody a strategie, které učitelé mohou využít při výuce slovní zásoby, jsou shrnuty v závěru šesté kapitoly.

Poslední kapitola teoretické části uvádí učební pomůcky, které se dají použít pro výuku. Nejprve jsou tyto pomůcky rozděleny do tří hlavních skupin, auditivní, vizuální a audio-vizuální pomůcky. A v neposlední řadě jsou uvedeny a popsány čtyři hlavní učební pomůcky,

kteře se v dnešní výuce často používají. Patří mezi ně slovníky, prezentace, interaktivní tabule a počítače.

Nyní následuje praktická část, která v první řadě udává hlavní cíle a otázky daného výzkumu. Jako hlavní cíl praktické části je zjištění a zkoumání učebních strategií, které jsou používány v hodinách anglického jazyka u žáků prvního stupně základní školy pro výuku slovní zásoby. Dále výzkum zkoumá počet učebních strategií a na základě toho poté hledá nejčastěji používané učební strategie pro výuku slovní zásoby. Navíc se také výzkum zabývá učebními pomůckami, které byly používány při výuce slovní zásoby.

Další část vysvětluje výzkumnou metodu, která byla použita pro praktickou část. Je využíván empirický výzkum založený na observacích a kombinace kvalitativního a kvantitativního výzkumu. Pro observace je použit observační list, který je detailně popsán a je také přiložen v závěrečné příloze.

Následně je popsáno místo, základní škola, kde byl výzkum prováděn a kde byla data pro výzkum sbírána. Jednalo se o základní školu, která poskytuje vzdělání jak pro žáky prvního stupně, tak pro žáky druhého stupně. Pro výzkum této práce byly vybráni žáci první a páté třídy prvního stupně základní školy za účelem sledování učebních strategií pro výuku slovní zásoby při počátku povinné školní docházky a také při výstupu z prvního stupně základní školy. Na základě zkoumání aktivit, které byli vyzorováni během hodin anglického jazyka žáků první a páté třídy prvního stupně, a které byli zaměřeny na slovní zásobu, byly poté analyzovány učební strategie a učební pomůcky, které byly využity během těchto aktivit.

Devátá kapitola už je hlavní částí praktické části práce, která poskytuje analýzu jednotlivých hodin, aktivit, učebních pomůcek a následně použitých učebních strategií. Kapitola je rozdělena na hodiny pozorované u žáků první třídy a páté třídy. U každé skupiny bylo sledováno sedm vyučovacích hodin.

Následně je v desáté kapitole prezentováno finální zhodnocení a výsledky analýzy jednotlivých hodin. Nabízí souhrn užitých učebních strategií, které byly vyvozeny z výsledovaných aktivit zaměřených na výuku slovní zásoby. V tabulkách je spočítán celkový součet použitých strategií nejprve u žáků první třídy, následně u žáků páté třídy a nakonec je prezentována finální tabulka shrnující všechny sledované hodiny. Výzkum ukázal, že pro výuku slovní zásoby u žáků první a páté třídy základní školy byly využity strategie paměťové, kognitivní, kompenzační, metakognitivní a sociální. Afektivní strategie nebylo možno v hodinách vysledovat. Na základě výpočtu použitých strategií vyšlo najevo, že nejčastěji používanými strategiemi byly strategie

kognitivní, které byly využity při 49 aktivitách v celkovém součtu 50 aktivit. V případě analýzy učebních pomůcek se ukázalo, že žáci první třídy využívali při výuce převážně vizuální pomůcky ve formě kartiček s obrázky, pracovní listy a učebnice. Auditivní učební pomůcky zahrnovaly píseň a nahrávku. Interaktivní tabule poskytla studentům audio-vizuální podporu. Co se týče žáků páté třídy, byla využita tabule, pracovní listy, seznamy slovíček, slovníky, sešity, učebnice, pracovní sešity a kartičky jakožto vizuální učební pomůcky. Dále také studenti využili audio-vizuální podporu ve formě interaktivní tabule, počítačů a sluchátek.

V závěru je nutno říci, že osvojování slovní zásoby je zásadní dovednost pro jakýkoliv jazyk a témata týkající se této problematiky, která jsou diskutována v této práci, mohou pomoci žákům a učitelům se s touto problematikou vypořádat.



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## Appendices

### Appendix A- Empty observation sheet

Class	
Students' level	
Date, Time	
Teacher	
Number of the lesson	
Classroom	

Teacher's activity	Learners' activity	Occurrence in 1 lesson	Teaching Aid

## Appendix B- Filled observation sheet- First grade students

Class	I.A
Students' level	Beginners
Date, Time	15 <sup>th</sup> January, 2020, 8:55-9:40
Teacher	Mgr. Hana Štěpánová
Number of the lesson	1 <sup>st</sup>
Classroom	I.A

Teacher's activity	Learners' activity	Occurrence in 1 lesson	Teaching Aid
The teacher welcomes each student and says the phrase "Have a nice day."	The learners choose the picture and on the basis of the picture they carry out the activity which is depicted in the picture. Then, they say to the teacher a phrase "Have a nice day."		Cards with pictures
The teacher gives English instructions, e.g. "open your book", "take your yellow highlighter", or "write with your pen". Then, she demonstrates and translates some of the instructions into Czech.	The students translate and they carry out the given instructions.		X
The teachers revises the words from the previous lessons concerning colors and numbers. She states the words in Czech.	The learners put up the card which depicts the given word and they translate the word into English.		Flash cards

## Appendix C- Filled observation sheet- fifth grade students

Class	V.
Students' level	Elementary
Date, Time	17 <sup>th</sup> January, 2020, 10:00-10:45
Teacher	Mgr. Martina Bystrianská
Number of the lesson	2 <sup>nd</sup>
Classroom	Language Classroom

Teacher's activity	Learners' activity	Occurrence in 1 lesson	Teaching Aid
The teacher divided students into groups and states the topics for the activity (jobs, sports, animals and food).	The learners in groups look up the words of the given topic in the bilingual dictionary and write them down on the list.		Dictionaries, word lists
The teacher checks the correct pronunciation of the words and writes the new words on the board.	The learners read their word lists, they focus on the pronunciation and they write some of the new words to their exercise books.		The word lists from the previous activity, a board, exercise books
The teachers checks the students created sentences.	The students create two sentences with the two chosen words from their word lists. Then, they read them aloud.		The words lists, exercise books