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Teaching Vocabulary in English Language Classes at the Lower Secondary
Level

Bachelor Thesis

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Zásady pro vypracování

Student se bude ve své bakalářské práci zabývat problematikou výuky slovní zásoby na základní škole. V teoretické části práce vydefinuje pojem lingvistické kompetence, který zasadí do širších souvislostí z pohledu obecného cíle výuky anglického jazyka a z pohledu kurikulárních dokumentů. Dále vymezí specifika dané věkové skupiny žáků a představí učebnici jako učební materiál. V praktické části práce pak student zhodnotí aktivity rozvíjející slovní zásobu ve zvolené učebnici, a to na základě kritérií, která sám navrhne. V závěru student představí principy výuky slovní zásoby na základě tohoto výzkumu.

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V Pardubicích dne 30. listopadu 2022

Prohlašuji:

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V Pardubicích dne 30. března 2023

Michal Šindelář

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ANNOTATION

The bachelor thesis discusses vocabulary development in English language classes on the lower secondary level, more specifically, exercises developing vocabulary will be evaluated. In the theoretical part, the general aim of English language teaching was established with the help of curricular documents. Then, School Education program is defined more in detail.

In the next chapter, the terms of word and vocabulary were defined. Emphasis is put on the importance of vocabulary and what it means to know a word.

The next chapter is focused on the learner from a psychological point of view. In this chapter, the psychological development between the years 11 and 13 was described. It was also outlined, how the target age group acquires foreign language.

The fifth chapter discusses teaching vocabulary, specifically how to achieve learning and what to use for that objective. This is then followed by the last chapter of the theoretical part about the textbook and its evaluation. In the chapter, the criteria for textbook evaluation were stated.

In the practical part the exercises developing vocabulary were evaluated based on the established criteria. Based on the results of the research, at the end of the paper the principles for vocabulary teaching were established.

KEYWORDS

Vocabulary, vocabulary learning strategies, evaluation, activities, textbook

ANOTACE

Bakalářská práce se zabývá rozvojem slovní zásoby v hodinách anglického jazyka na druhém stupni základní školy, respektive hodnocením aktivit rozvíjejících slovní zásobu. V teoretické části je nejprve vymezen obecný cíl výuky anglického jazyka s pomocí kurikulárních dokumentů. Poté je blíže specifikován školní vzdělávací program.

V další kapitole je charakterizován pojem slova a slovní zásoby. Je zde kladen důraz na význam slovní zásoby v systému jazyka a co to znamená, že někdo zná dané slovo.

Další kapitola je zaměřena na žáka z psychologického hlediska. Byl zde popsán psychologický vývoj, ke kterému dochází mezi 11. a 13. rokem života. Také bylo nastíněno, jak si tato věková skupina osvojuje cizí jazyk.

Pátá kapitola pojednává o učení slovní zásoby, respektive o tom, jakým způsobem docílit toho, že dochází k učení a co k tomu lze použít. Na tuto kapitolu navazuje poslední kapitola teoretické části o učebnici a jejím hodnocení. V té byla vymezena kritéria pro hodnocení učebnice.

V praktické části byla zhodnocena cvičení rozvíjející slovní zásobu podle stanovených kritérií. V závěru práce byly na základě výsledků výzkumu stanoveny principy výuky slovní zásoby.

KLÍČOVÁ SLOVA

Slovní zásoba, strategie učení slovní zásoby, hodnocení, aktivity, učebnice

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THEORETICAL PART

1. Introduction

Learning languages is a very complex process. During the learning process, learners have to take into account every single aspect of the language. These include spelling, pronunciation, grammar, or vocabulary. And vocabulary is the main topic of this thesis, along with connections to other aspects of the English language, because all of them are connected to each other in some way, shape, or form.

Learners usually start learning English at primary school and continue to expand on their knowledge with each following class. The topic of this thesis revolves around the question to what extent are textbooks efficient in developing learners' vocabulary, based on the criteria presented in this very paper. All activities will be taken from textbooks for the Lower Secondary Level of education, from a series of textbooks called Project (Fourth Edition).

Firstly, the main objectives of the English Language teaching (ELT) will be introduced, in other words what the learners will gain throughout their language studies. These statements will be supported with the help of the Curricular Documents of the Czech Educational System. Then the term language competence, and more specifically the linguistic competence, will be introduced, with the help of the Common European Framework of Reference. After that comes the definition of the term "Vocabulary" and how it is connected to other aspects of the English language. The following chapter will focus on the learner, the psychological characteristics, and differences between learners and lastly the ways they can use to acquire new items of vocabulary. In the next chapter the textbook as a material and its evaluation will be discussed. Connected to that will be the matter of vocabulary activities evaluation, which is the main goal of the following practical part. The activities will be evaluated based on a number of criteria presented right before the evaluation process commences. At the end of the evaluation, principles of vocabulary development will be listed based on the results.

2. The Aim of ELT

The main curricular document relevant for the Czech Educational System is referred to as the Framework Educational Program, available online at the website of the Ministry of Education of the Czech Republic. For this thesis, the relevant curricular document is the Framework Educational Program for Basic Education, more specifically the chapter discussing "Foreign Language and Second Foreign Language". The document states that these fields of education help learners gain experience that is not limited only to their mother tongue and country, as it enables the learners to contact other countries in future. Learning a foreign language can introduce learners to different cultures and lifestyles in other countries, providing them with future career options as well as demonstrating the importance of respect in terms of international cooperation (2021, 18). Apart from the Framework Education Program, each primary school has its own School Education Program with detailed descriptions of expected outcomes in each subject.

The requirements of Foreign Language education are patterned on the descriptors of language levels in the Common European Framework of Reference (hereinafter referred to as the CEFR). This document describes various levels of Foreign Language capability. Foreign Language Education expects learners to reach level A2 by the end of Basic Education (edu.cz, 2021, 17).

2.1. Communicative Language Competences

According to the Council of Europe, Linguistic Competence is one of the three main aspects of Communicative Language Competence for which descriptors in the CEFR are given, the other ones being the Pragmatic and Sociolinguistic Competences (2020, 129). Before talking about vocabulary as such, it is necessary to take a look at the linguistic term of Communicative Language Competence.

2.2. Linguistic Competence

The Council of Europe lists several aspects of Linguistic Competence that have been defined. For the purpose of this essay, the main areas of interest are the ones labeled as "Vocabulary Range" and "Vocabulary Control" (2020, 131–133).

2.2.1. Vocabulary Range

It is mentioned in the CEFR that the overall diversity of vocabulary, phrases and expressions fall under the category of Vocabulary Range. This begs the question how many words a learner needs to know. Thornbury claims that the majority of native English speakers use about 2000 words on a daily basis. As for foreign language learners, he suggests that they should learn 2000 high frequency words (content words – nouns, verbs, and adjectives) (2007, 20–21). Webb and Nation define high frequency words as crucial parts of written and spoken language. If a person does not know important high frequency words, a difficulty in communication, or a misunderstanding may arise. In order to illustrate the importance of high frequency words, Webb and Nation present a pair of words, where one of them is a high frequency word and the other a low frequency word (house – dwelling) (2017, 24–25). High frequency words are encountered on a daily basis whereas low frequency words are much rarer to come across.

Although in general, it is impossible to answer the question regarding the amount of words necessary for communication. Thornbury claims this matter differs from person to person. Everybody has different needs and learns at a different pace as well (2007, 22). The CEFR descriptors available for Vocabulary Range range from level A1 to level C2. In the practical part of this thesis, the activities will require potential learners to be at level A1 to A2. For the A2 level, the CEFR states that learners should have sufficient vocabulary to carry out everyday conversation on familiar topics, while also having enough items of vocabulary at their disposal in terms of basic survival and communicative needs (2020, 131).

2.2.2. Vocabulary Control

The CEFR describes Vocabulary Control as the ability of learners to choose the most suitable word, phrase, or expression from their vocabulary. The better Vocabulary Control of learners is the more they can identify phrases like collocations. The A2 level of the CEFR scale is the first descriptor available for this category. On such a level, learners are able to communicate concrete needs with a very restricted set of vocabulary items (2020, 132–133).

Because Vocabulary Control deals with the choice of proper words within communication, one of the questions which arises is why learners tend to make mistakes when trying to use language to communicate a thought. Thornbury declares that the most common type of errors made are lexical errors, which he then proceeds to divide into form-related and meaning-related errors. Form-related errors include mis-selection, misinformation, and spelling/pronunciation errors.

Meaning-related errors tend to happen when an incorrect word which is synonymous to the correct option gets chosen (2002, 29). Webb and Nation also comment on the topic of mis-selection. According to them, an activity where the learners are expected to choose from a list of possible answers, with one answer being correct and the rest incorrect, may cause the learners to remember the incorrect option (2017, 141).

2.3 School Education Program

One of the documents relevant to the research topic is the School Education Program of Rudník Elementary School (Kuhn-Gaberová, 2021), which mentions the textbook that will be evaluated. The textbook is suitable for the 6th grade, therefore, the relevant topics from that section of the SEP (School Education Program), as well as the general objectives of the vocabulary will be listed.

The vocabulary exercises will aim towards the development of vocabulary for written and spoken communication relevant to the topics and other conversational scenarios. The SEP also mentions working with dictionaries; however, this criterion will not be considered since it is not the aim of the research.

The relevant topics of the units include:

- Me, My Family and My Friends
- Numbers 1 – 100
- Leisure time
- My Home, My House, Rooms
- Pets
- School, School Subjects
- City, Town, Shops
- Parts of the Body
- Clothes

Now that the term of competence has been established, it is time to look at vocabulary as a whole.

3. Vocabulary

In the previous chapter, the term "vocabulary" appeared in connection to the CEFR. In order to know how vocabulary operates within English language classes, it is necessary to establish how it works within a language in general, particularly English.

Webb and Nation (2017, 21) describe vocabulary as an essential part of language and stress that without words, people may not be able to understand others. Thornbury (2002, 2) presents an example sentence: „I like looking for bits and pieces like old second-hand record players and doing them up to look like new. " It is hinted at that there are not twenty unique words in the utterance. Some words have the ability to act like different parts of speech (as in the word „like ", which can be identified as either a verb or a preposition). Furthermore, word classes can further be divided into grammatical words and content words. The former category includes word classes such as pronouns, determiners, or prepositions, while the latter contains all the words which convey a significant amount of information (2002, 3–4). Ur initially describes vocabulary simply as the words taught in a foreign language. However, she continues that a new piece of vocabulary may contain more than a single word, while still referring to one item altogether. She recommends referring to new vocabulary as "items" rather than "new words" (1996, 60). This definition is not as similar to the one of Plag, who sees words as being uninterrupted strings of letters which stand after a blank space, and which are followed by one too (or there can be a punctuation mark). He calls these items "orthographic words". However, there are issues with such a definition since some items of vocabulary are made up of more than one word. In that case, it is an issue of word formation (2002, 4,5).

There are many ways words can be formed. Thornbury explains some of them, starting with a technique called compounding (second-hand - one lexical unit). Other ways words can be created include blending or clipping (2002, 5). Plag also includes compounding, which he mentioned due to the identification of "a word" and its proper spelling. He proposes a problem, where some compounds can be spelled with a blank between the two words (apartment building), whereas others do not need one (girlfriend). To put it in a different perspective, he says that a word can further be defined phonologically, syntactically, semantically and in terms of its internal integrity (2002, 6).

Next, it is crucial to include the topic of meaning when talking about vocabulary. Schmitt (2000, 1) lists various lexical units such as "die", "expire", "kick the bucket" or "pass away" and confirms that all these words have the exact same meaning, and that is „to die". It is evident

that some of the examples are made of more than a single word, yet the expressions do not change the meaning (they are synonymous). For example, the phrase „kick the bucket" comprises of a verb, a determiner, and a noun. What that means is that a learner cannot rely on one word being equal to a unit with its own meaning. Harmer (2007, 37) and Thornbury (2002, 6) refer to these multi-word expressions as language chunks and lexical chunks respectively. When looking at example synonyms, more specifically the multi-word phrases, some of them represent phrasal verbs (pass away) or idioms (kick the bucket). Both idioms and phrasal verbs can be defined as series of words which as a whole have a different meaning than each individual word within these phrases. According to Schmitt (2000, 2), phrases with more than one word can be collectively called "lexemes". A lexeme is a unit containing a single meaning regardless of the amount of words within said phrase. Schmitt (2000, 2) also questions whether different forms of a verb (infinitive, participles, third person in singular number) all count as one word or if they count as separate ones. For example, the root of the word "playing" is "play", while "playing" contains the inflectional morpheme -ing. The result is then called an inflection. If the modified word changes the word class, then it is called a derivative ("play" changes into "player"). Words are modified in these ways using affixes, which are added to the beginning or the end of the root word. Thornbury (2002, 4) suggests that human brain groups inflected or derived words from the same root into bigger groups labeled as "word families".

The next aspect which will be mentioned is pronunciation of words. Scrivener confirms that pronunciation tends to be often overlooked by teachers due to presumed lack of knowledge about it (2011, 273). Nevertheless, pronunciation is as important in a word as spelling or usage in a sentence. Harmer agrees that one of the things that may change in a word is its meaning which differs depending on the way the word is pronounced. He gives examples with rising and falling intonation when speaking, resulting in either saying a statement or asking a question (2007, 62). Ur also points out that there are certain rules to the way letters and letter combinations are pronounced, as well as exceptions to these rules, which occur in English as well as in other languages (1996, 56). Also, there are many different accents in English, there is not just one universal English language. Scrivener believes that the need to sound as close to a native speaker as possible is nothing, but an assumption and it is in fact not necessary at all, as some people may not be able to understand features of RP (received pronunciation) such as the lack of /r/ sound in the middle of words (2011, 273). Next, a feature that must not be forgotten is word stress present in spoken language. In English multi-syllable words, stress is not always placed on the same syllable (the first or the second one). Harmer mentions that stress

changes, for example, when a word changes its word class without transforming into a new form – im<u>port </u>(verb) X <u>import</u> (noun) (2007, 63).

One of the last aspects of the word is the way they are written, their spelling. According to Schmitt, spelling plays a significant role in not only vocabulary learning, but also in understanding the language as a whole (2000, 45). Webb and Nation suggest that after getting familiar with "phonological awareness" (breaking words down into sounds), the next step that should follow is mastering the 'alphabetic principle', in other words, figuring out how to transform the sounds in English into letters (2017, 60, 61). Harmer explains that English words are usually not spelled the same way as they are pronounced. That means that one phonemic symbol can be written as different letters or sets of letters and also the other way around. (2007, 42). In order for learners to get used to spelling words correctly, Webb and Nation present several options learners can utilize to improve their spelling capability, such as incidental learning through reading, writing, studying spelling rules or using flashcards as a learning tool (2017, 62).

In conclusion, vocabulary consists of words and words are lexical units carrying a meaning. It is a complex aspect of language, in which words serve various functions. Different phrases can have the same or similar meaning, or they may group together and form a completely new unit that is different from individual words within said phrase. We can also look at the way new words are formed, using inflection, derivation, and other word formation processes. The difficult part of vocabulary learning lies in the fact that spoken forms and written forms of words do not correspond with each other. Nevertheless, it is an important part of language and in the next sub-chapter, the reasons why will be listed.

3.1 The importance of vocabulary

As it was mentioned in the introduction to this chapter, the English language (and any language in general) comprises of several features, such as vocabulary, grammar and so on. One aspect would not function without the other. Still, Harmer puts two of the language aspects against each other and tries to determine if one is more important that the other. He states that teaching approaches such as Direct Method and audiolingualism pushed grammar into the foreground. Then, in the 1970s, the role and importance of vocabulary was reconsidered (2007, 14). Schmitt believes that both grammar and vocabulary are connected due to the fact that grammar is somehow restricted by the words people choose. He then proceeds to call this connection of the

two aspects "lexicogrammar" (2000, 14). Johnson and Johnson offer a different view on vocabulary's role in the English language. They say that vocabulary and reading comprehension are linked together – if a learner knows only limited vocabulary, they cannot understand a text they are reading. They also mention that when learners are exposed to the same word over and over again, they will be able to define and remember it better. Webb and Nation also agree that reading plays a huge role in vocabulary learning, as the books that little children read very often focus on content words (nouns, verbs) (2017, 21–23). These words can be easily found in dictionaries (presented as a great tool of expanding vocabulary knowledge) and also when learners or people in general travel to a foreign country, a lot of useful words and phrases are included in travel guidebooks they can use to communicate more efficiently with people who speak a different language. In the school environment, a list of vocabulary is often presented when a new topic or unit is introduced, Teachers may also use various games and activities to reinforce knowledge of these words (2017, 23–24). However, the school environment is not the only period during which learners come across new items of vocabulary. Ankucic states that vocabulary learning is a process that goes on throughout the entirety of one's life. We come across new vocabulary on a daily basis without deliberately trying to (incidental learning). Ankucic believes that more advanced words need to be learned explicitly (3P Learning, 2019).

Vocabulary is without a doubt a crucial part of any language, not just English. It is connected with other aspects of language, such as grammar or pronunciation, as presented in the example above. However, there is an intriguing issue that may arise when trying to learn new items of vocabulary and that is how a person can determine whether they truly mastered the word or not. It may seem simple to know a word and its translation, but the truth is much more complex.

3.2 What it means to know a word

It is difficult to define what "knowing a word" means. Thornbury presents a list of items which need to be taken into account when learners study vocabulary. These aspects include the word's written and spoken forms, its grammatical properties, collocations, meanings, register, connotations, and frequency of use. Knowing of a word form does not mean a learner has mastered the word, since they are not able to realize what the word means (2007, 15). Lightbown and Spada believe that it is sufficient for a learner to recognize that a sequence of letters is in fact a word. Meara took advantage of this knowledge and designed a test in which learners were expected to determine whether they are familiar with the word or not. Some of

the words were genuine English words, others only appeared to be. Meara used this method to gather information on the amount of vocabulary items known by the learners. (2010, 10). Nation presents a summary of aspects of a word needed for learning to occur which he divided into form, meaning and use. In the category of form, the following aspects are listed: spoken form (what is the pronunciation of a word and what it sounds like), written form (what is the spelling of a word) and word parts (regarding what parts of the word carry meaning). Next, he presents the category of meaning: form and meaning (what form is used to express meaning and vice versa), concept and referents (what a word can refer to) and associations (what other words come to learners' minds when they see a particular vocabulary item. The last category is the use of a word: grammar (what patterns is the word used in), collocations (what other words can be used in conjunction with it), and lastly the limitations of the usage of the word (where, when, and how often it can be used) (2000, 41),

4. Learner

This chapter concerns the term "learner", as well as their needs and characteristics in terms of psychology. The definition appears in Průcha's Educational Dictionary, where he claims, that a learner is either a) a person who is being educated, regardless of age, or b) a child attending primary education (2003, 316). Compulsory education for children in the Czech Republic commences at the age of 6, as stated in the Education Law. Learners attend primary school from age 6 to 10-11 and then proceed to lower secondary level, which starts at the age of 11 until 14-15 (2004, 33, 42). Before looking at the learner at a deeper level, it is vital to also mention the other participant in the educatory process and that is the teacher. The process of teaching any subject, not just language, is rather complicated and contains more layers than it would seem at first glance. Not only do teachers present new subject matter to learners, but they also need to make sure that the environment they co-exist in with learners during the lessons is positive so that the learners can do their job properly.

4.1 Learner's Needs and Development

One of the most important issues concerning learners is their needs and means of satisfying them. The concept of needs was coined by American psychologist Abraham Harold Maslow. According to Helus, Maslow's hierarchy of needs is one of the most quoted concepts. The so-called pyramid of needs begins with physiological needs at the bottom, continuing with safety needs, belonging and love needs, esteem needs, cognitive needs, aesthetic needs, self-actualization and finally transcendence (2018, 129). From the point of view of developmental

psychology, the stage of lower secondary education takes place between 12 and 15 years of age of learners and is referred to as pubescence. According to Vágnerová, it is the initial stage of maturing for an individual. This stage of development is characterized by crucial physiological changes, as well as the development of abstract thinking (1999, 154). Learners may experience fluctuation in their focus, which may result in distractedness during learning. They tend to awaken new ways of thinking, such as logical or hypothetical. They are also capable of constructing their own opinion of the world (Žaloudíková, 2013). Atwell comments on different stages of a young adolescent's development, such as physical, intellectual, or spiritual. Firstly, she encourages learners to participate in activities which will allow them to explore different kinds of emotions. However, she also states that they should not be persuaded to explain why they feel a certain way. That way, teachers will prevent learners from feeling pressured emotionally. Learners need to feel safe enough to relieve their stress. Secondly, Atwell recommends creating activities which will simulate real-life situations where decisions have to be made. Learners will be able to experience what situations may arise in their future while still being present in the safe environment of the classroom. Thirdly, Atwell affirms that learners at this stage search for a meaning in their life and gradually form a list of values which they live up to, as well as taking responsibility for their actions (2001, 3–10).

When talking about the psychological development of children, the name of Jean Piaget must be mentioned. Helus (2018, 115) says that Piaget was a Swiss psychologist, who specialized in cognitive psychology and who proposed a four-stage model of children's development of thinking. These 4 stages are the sensorimotor stage, the preoperative stage, the concrete operational stage, and the formal operational stage. The thesis will further focus on the last of the aforementioned stages.

4.1.1 The formal operational stage of cognitive development

The formal operational stage is the final stage of Piaget's model. Crain describes this stage by saying that learners' thinking is not bound to concrete references. In other words, when solving a problem, learners can now sort their thoughts and visualize the problem in their head to come up with the correct answer to said problem. This argument is supported by an example, in which Crain presents a problem: there are three people with different heights; person A is shorter than person B and at the same time taller than person C, the task is to determine which person is the shortest/tallest (2005, 140). A question is then proposed by Babakr, Mohamedamin and Kakamad, who quoted Bernstein's argument that in some environments, not all learners are able to experience the formal operational stage for various reasons, one of them being presented

by Cole, who said that the learners do not come into contact with critical thinking, or may just be exceptional in one area (proving formal operational stage to be in effect), while lacking in another (Babakr, Mohamedamin, and Kakamad 2019).

4.2 Age of learners

Before commencing the process of teaching vocabulary to learners, teachers should consider a number of things first to ensure that learners make the best of their language development. First and foremost, teachers should be aware of whether learners have come across English as a second language and to what extent. Some learners may have come in contact with English earlier than at school, possibly thanks to their parents who may have introduced them to it. Harmer distinguishes three main age groups of learners – children, adolescents, and adults. As for adolescents, he praises their enthusiasm for learning despite the common belief that this age group is challenging to educate (2007, 83). Scrivener brings up some reasons why teaching adolescents is a demanding task. According to him, teenagers get bored quickly. The teacher should change up activities often so that learners do not get tired of doing the same thing repeatedly. There may also be some disciplinary problems that teachers need to deal with, which is very typical for this period of learners' lives (2011, 325). Ur agrees with Harmer, saying that adolescents may be tough to motivate, especially for teachers who are new to the profession. She encourages teachers to use questionnaires in which learners mark their opinions on the teacher, ways of assessment, the idea of student-led classes and generally what they think are the qualities of a good teacher (1996, 290–291).

4.2.1. Acquiring New Vocabulary

It has been established what has to be taken into account in terms of learner's general needs. The next step is to determine how a learner at the age between 12 to 15 acquires, chooses, or thinks about vocabulary. Anthony describes how thinking of children changes in years 11 to 13, which is roughly the beginning of the formal operational stage. She argues that children's thought processes and speaking capabilities change significantly, such as having the ability to distinguish the usage of metaphorical or sarcastic expressions. As far as vocabulary is concerned, the amount children know increases and they begin to choose words appropriately to fit them into an ongoing conversation. They may also start using slang or slightly inappropriate language, because they heard their peers use it (Scholastic, 2021).

Harmer believes that children are almost certain to acquire their first language until the age of six. However, it is as probable that they will forget what they have learned. He states that after

passing six years of age, the process of acquiring language is much more difficult (2007, 47). When speaking about second languages, American linguist Krashen distinguishes two processes: acquisition and learning, among other second language hypotheses. He says that acquisition happens automatically without learner's control, and that it is a process very closely resembling a child's first language development. Learning, on the other hand, is a process which happens consciously. According to Krashen, learning encompasses the ability to understand language rules, remember them and talk about them (2009, 10). The two terms that have just been presented could be substituted for incidental and intentional learning respectively. Thornbury suggests that an English language lesson should include a source for both types of learning, active and incidental, which does make sense since even though units focus on a particular topic, even more words other than will be discovered by the class throughout the lesson. The words associated with the particular lesson are very often written in lists (2002, 32). As mentioned above in chapter 3, vocabulary and all other aspects of English language closely interrelate, it is not taught in complete isolation. Nation further narrows down how incidental and intentional learning should be separated, implying that deliberate learning should not be greater than a quarter of the entirety of the language program. In contrast, he affirms that the other learning strategy (incidental learning) should happen in the form of guessing words from context. He proclaims this method to be a crucial one in the process of vocabulary learning, although it can sometimes prove to be troublesome to achieve it (2000, 368). Nagy, Herman, and Anderson point out that some studies may overemphasize the efficiency of guessing from context, however. They believe the first evidence lies in derivation of word meanings during reading. The authors claim that people tend to skip unfamiliar words when they come across them. Secondly, several studies have used texts rich in definitions of words which explained their meanings. The authors of the publication disagree with this, saying that the majority of genuine texts do not reveal word meanings so explicitly. Lastly, they comment on the researchers' distinction between learning „a new label for a familiar concept" and learning „a new label for a new concept". They say that a number of studies very often exclude the latter option and only focus on the former (1985, 235).

5. Teaching vocabulary

The previous chapter introduced the concept of acquiring vocabulary in both the first and second language of learners. In this chapter, the process of teaching and also learning vocabulary will be analyzed, with the inclusion of criteria which will determine what a

vocabulary activity should look like. A coursebook's vocabulary activities will then be analyzed based on these criteria.

5.1 Learning Styles

Douglas Brown describes the term 'style' as general features of thinking and feeling that set learners apart from each other. A cognitive style serves as a connection between cognition and personality. A cognitive style within educational environment is referred to as a learning style (2007, 119–120). Not every learner uses the same learning style to learn efficiently. As presented by Harmer, learners can be divided into three categories based on the techniques they use to learn. These are visual (learning by seeing), auditory (learning by hearing) and kinesthetic (learning by doing a physical activity). This model is referred to as Neuro-Linguistic Programming (NLP) (2007, 16). Carroll mentions that human senses contribute to the creation of a mental map of the real world, in which humans operate. When learners want to label an object, they pair it with an internal representation of it. They also describe it with different attributes to "make sense of the world" (NLP Academy, 2011). Lightbown and Spada expand on the Neuro-Linguistic division some more by adding a different division, consisting of field independent or field dependent learners. The difference lies in the separation of details when learning. Learners either learn by dissecting details from context or view the entirety of the picture (2013, 83).

A different method of viewing learning styles is provided by psychologist Howard Gardner and his Multiple Intelligences theory. Scrivener comments that the idea of a human being having only a single intelligence is unlikely. Gardner is convinced that a person is endowed with all the intelligences, just in many varying quantities. Educational systems often concentrate on a number of them, but not all at once (2011, 85). However, Larsen-Freeman and Anderson do not rule out the possibility that all the intelligences can be utilized with class activities. They advise sorting activities according to the intelligence they make use of and then focusing on those which tend to be unheeded (2011, 239–240). Considering the English language lessons, Scott-Monkhouse proposes that teachers usually tend to factor the multiple intelligences in without consciously knowing it. The teacher and learners utilize the musical intelligence by repeating words written on a blackboard, the visual intelligence by painting the word meaning or the logical intelligence by using a newly discovered word in an example sentence (2012, 114–115).

The next step is to find out what strategies learners have at their disposal when learning new items of vocabulary and which of these suits them the most.

5.1.1 Vocabulary Learning Strategies

A 'strategy' is defined by Brown as various techniques people use to approach and overcome a specific problem (2007, 119). Webb and Nation remark that learners should be taught vocabulary learning strategies so that they can deepen their knowledge more even on their own, not just during English language classes (2017, 231). Furthermore, Schmitt affirms that in recent years teachers have been more inclined towards vocabulary learning strategies because learners have shown appreciation for vocabulary learning. For Schmitt, the three most effective vocabulary learning strategies are memorization, repetition and note taking. More advanced strategies, such as imagery, inferencing and the keyword method, tend to include more complex work with information (2000, 132).

As for repetition, Webb and Nation say there is not a definitive answer to how many times a word must be repeated until it is learned. What may help during the learning process is a number of factors, such as details regarding the word, such as the written form and meaning. However, the authors warn that learners may find a particular word difficult even after many encounters (2017, 123). What might help, as suggested by Harmer, is returning to previously practiced items of vocabulary after a longer period of time in order to ensure that the words will be stored in the learners' long-term memory. (2007, 85). Nation comments on the method of spaced repetition by saying that the intervals should keep getting longer. What stays the same is the total time devoted to studying vocabulary items (for example, a total study time of 15 minutes is spread out into 5 three-minute study sessions over multiple days. The gap between each interval gets longer every time) (2000, 114).

Memorization and note-taking are closely related. For learners to remember what they learn they may read new items of vocabulary and consequently write them down. Scrivener believes that sometimes vocabulary lists of learners tend to lack structure, the words are written haphazardly, and, in the end, learners may not even use them as a study material. He also gives a list of improvements to consider when creating words lists, such as adding pronunciation, example sentences in context or possibility of multiple meanings (2011, 198–199). There are many ways how note keeping can be improved, as demonstrated by Vincent, who recommends

sorting vocabulary into thematical units (phrases beneficial for speaking, for writing). He also claims that this is not obvious enough for younger learners especially, so teachers may want to devote some time to demonstration on how to keep a notepad (Cambridge University Press & Assessment, 2019). As learners grow, they make a habit of taking notes and learning from them.

Some words, particularly those containing affixes, can be learned better by applying the word part strategy. This method allows learners to dissect the word into prefixes, stems, and affixes and study them. As Webb and Nation say, in order to master affixes, learners should focus on their form, meaning, and use. Firstly, the form is vital for understanding in written and spoken discourse. If there is the word 'acceptable', learners may not perceive it as a word related to 'accept'. Secondly, affixes carry meaning which can be learned (un- = not). Lastly, affixes tend to change the part of speech of a word entirely. That way, the verb 'employ' becomes the noun 'employee' after the suffix -ee is added. (2017, 245–246). Learners can be taught that certain prefixes carry a negative meaning. Thornbury gives a list of these, including prefixes such as mis-, dis-, and un- prefixes. He implies there can be two ways how affixes can be taught. Either by coming up with rules when to use which affix or by exposing the learners to countless examples to help them remember proper affix usage. However, he warns that rule-based approach brings a dangerous issue in the form of unclarity of the rules (affix -en can be used to make verbs of <u>sweet</u> and <u>fresh</u>, but not <u>wet</u> or <u>dry</u> (2007, 108).

For learners to learn vocabulary, new words need to be presented in a meaningful way through different activities with the help of textbooks (besides other types of materials and aids).

Textbooks can not only introduce new vocabulary to learners, but also present them with means to deal with the vocabulary they come across during lessons, as stated by Cunningsworth (1995, 38). He also says that vocabulary activities should aim towards making good use of word formation, collocations, words belonging to a certain topic or exploring synonyms, antonyms and meaning of words.

Speaking of introducing new vocabulary, it is usually the goal to get new vocabulary items into long-term memory of learners. Thornbury (2002, 98) presents some ideas for types of activities that can help achieve this goal, such as:

- identifying – finding words in texts

- selecting – choosing the odd word out

- matching – pairing a word with a representation, a synonym etc.

- sorting – sorting words into categories

- ranking and sequencing – ordering vocabulary items based on some criteria.

Lindstromberg affirms that learners are more probable to remember a word not only if they hear it, but also if they see it, read it, pronounce it and write it down. He also says the activities should be revolving around the topics familiar to the learners in order to peak their interest. As for the activities, he recommends working with music or preparing dialogues (2004, 372). That way, learners will know how to use new vocabulary properly.

Nowadays a common strategy of teaching vocabulary is the use of flashcards. Webb and Nation present one of many ways flashcards can be used to help learners master vocabulary. One side of the cards display a word in learners' native language (Czech) and the other side has the target language translation written on it (English. After going through the words and their translations, learners attempt to recall either the mother tongue (L1) translation or the target language (L2) translation (2017, 190, 191). Not only can written forms of vocabulary be used, but also their visual representation, thanks to which more items of vocabulary can be practiced (color, material, amount etc.). For Scrivener, flashcards are a wonderful teaching aid, and he recommends it for teachers who are at the start of their career, but of course they are suitable for professional teachers as well. As for the sources of the pictures used for flashcards, the fastest and most obvious place to go to is the Internet. However, Scrivener also stresses the use of other media, such as newspapers, magazines, flyers and so on (2011, 349). With flashcards, several vocabulary topics can be practiced, such as objects, colors, materials, amount and so on.

5.2 Forgetting a Word

During the process of studying, learners should aim for storing the knowledge in long-term memory, not just short-term memory. In other words, learners should try to remember what they learn. Long-term and short-term memory are phrases often discussed in conjunction with the forgetting curve coined by German psychologist Hermann Ebbinghaus. According to Helus, Ebbinghaus carried out research which led him to the conclusion that learners forget the fastest within the first ten minutes after studying. Consequently, the process of forgetting decelerates as time goes on. Thornbury affirms that short-term memory, or short-term store as he puts it, enables learners to remember things for a very short period of time. Thus, for learners to

remember vocabulary, more operations need to take place (2002, 23). Schmitt believes that forgetting is a natural occurrence in the process of learning, as it can occur for both words which are new to learners and words which are well known and used frequently. This may be caused by a long gap during which L2 is not used. He calls the process of gradual forgetting attrition (2000, 129,130). The process of forgetting can also happen only partially. In other words, learners may forget only some specific features of a word. This is pointed out by Cohen, who confirms that learners may forget a word's spoken or written representation, or whether a vocabulary item is of suitable register governing within given discourse. He also points out that when learners meet a word which proves to be a challenge for them to learn, it may also happen to be one of the first items that will be forgotten (2012, 144–145).

6. Textbook

Průcha presents a number of definitions for a textbook, but ultimately describes them as incomplete and instead opts for a different approach to its definition, a more general one. He states that textbooks serve as essential constituents of educational programs. According to Průcha, textbooks are also referred to as didactic materials (aids which are made use of during the process of education) (1998, 14–15). The textbook can be described as teachers' main support when teaching a language, or any other subject. That is why it is vital for textbooks to meet certain standards, so that they can be used for years to come (Mikk, 2000, 12). These standards, or criteria, will be presented later in the paper in regard to the way the activities are designed in the chosen textbook and if said activities really do fulfill the task of teaching the learners vocabulary. As Richards points out, textbooks serve different purposes for teachers and learners. Teachers use textbooks as a guide of the lesson or to have an idea what language and language skills they want their learners to make use of during the lesson. And for learners the textbook acts as a means of contact with the foreign language they are taught (2001, 1). Harmer praises textbook use, proposing options teachers can consider before using the textbook in a lesson. More specifically, teachers can decide whether to use a coursebook or not, and if they do decide to use them, they can even alter some activities a little bit (increasing/decreasing the number of them, adding/skipping tasks etc.) so that the tasks correspond with the intended objectives of the current lesson (2007, 146–147).

6.1 Advantages and Disadvantages of Textbook Usage

The usage of textbooks during lessons is accompanied by both advantages and disadvantages that teachers need to consider. As far as the advantages are concerned, Richards believes that textbooks are beneficial for lessons, since the activities in them go hand in hand with other media (CDs, cassettes etc.) and teaching aids, which brings a ton of variety into the lesson. Furthermore, with textbooks, teachers and learners have an outline which has been crafted in a logical way by the authors of said book. Without it, the language course can seem chaotic or disorganized. Lastly, Richards says that textbooks work as time savers, enabling teachers to focus on conveying knowledge without going through the process of creating materials for the lesson from the ground up. Of course, teachers still need to go over the tasks in the book and decide what exercises will be the most suitable for the upcoming lesson (2001, 1). The same topic of advantages of textbook usage was discussed by Harmer (he refers to textbooks as coursebooks). He claims that before a textbook is created, thorough research is paid attention to, so that the materials contained within the textbook are varied. Therefore, textbooks contain a systematic grammar guide, as well as a combination of reading, listening and also vocabulary tasks that will be the center of attention later (2007, 153).

On the other hand, there are also disadvantages and other limitations when it comes to textbooks and their usage during a lesson. These are pointed out by Richards, who believes that some textbooks may not be the suitable tool required for the needs of learners to be satisfied. Next, he mentions that the textbook may fail to present real and authentic language and scenarios describing the world around learners. Concerning the language, he proposes that the language used in textbooks is used in such a way that it does provide learning opportunities for learners but does not reflect real-life usage during conversations. The contents of textbooks may also need altering due to the units and topics contained within may not be familiar or interesting to the learners (2001, 1). Harmer adds some more dangers of using textbooks in a classroom, saying that teachers should not resort only to textbook usage, as it may result in the lessons not being engaging enough for the learners (2007, 153).

6.2 Evaluation of Textbooks

Evaluation of a textbook is the main aim of the practical part of the thesis. Before commenting on the evaluation from the viewpoint of vocabulary learning and development, materials can be examined from a more general point of view. Two approaches are discussed by Cunningsworth, the first of which is the impressionistic overview. This method of general evaluation allows us to decide how we feel about the material based on its artistic design, how the units are

sequenced, what the layout looks like and what contents are included within said textbook. The second approach was labelled by Cunningsworth as in-depth evaluation, which concerns the way aspects of language are handled, as well as how they correlate with the needs of learners. According to the author, both views should be considered when choosing a textbook for evaluation (1995, 1–2). Ur's (1996, 184) examples of general rules and criteria of textbook evaluation include a clear layout, much like Cunningsworth has mentioned, as well as pages dedicated for revision or examining learners. Ur also points out specific criteria, based on which the textbook may be suitable for a target group of learners – vibrantly colored imagery on the book's pages for younger learners, or texts and vocabulary which are pertinent to a subject of research (1996, 184).

6.3 Criteria for evaluation

The first criterion discusses whether activities aim towards incidental or intentional learning. As stated by Thornbury (2002, 32), both types of learning should be presented within a lesson.

The words encountered during the lesson should always be taught in context, that is with another word to form an expression. New vocabulary should not be taught separately word after word, as recommended by Scrivener (2011, 198–199) and Ankucic (3P Learning, 2019). What this question will try to find is how the new vocabulary is then made use of to ensure learners will know how to use it. It is usually done through a comprehension exercise in the book, although it is absent in some cases.

As for the content of the activities, the research will aim to answer how the activities explore aspects of the English language, such as pronunciation, as Scrivener (2011, 273) remarks it is something often overlooked by teachers, then spelling or meaning of words, as well as their synonyms or antonyms.

The next research question will concern the matter of memory and remembering the studied vocabulary. The activities will be evaluated based on what strategies are used to remember the vocabulary, whether there is repetition, note taking or word part strategy involved, in the words of Schmitt (2000, 132). Also, as Thornbury says, activities such as identifying, matching, sorting, selecting, ranking, and sequencing strongly reinforce the learning process (2002, 98).

At the end of each Unit, the overall relevance to the School Education Program will be evaluated based on what the topic and the objectives of the exercises were, and if there was a way of connecting the vocabulary to other aspects of English.

The overall look and feel of the book are also important, as presented by Ur (1996, 184) and Cunningsworth (1995, 1–2). At the end of the textbook evaluation, the overall structure and visual aid will be assessed, while paying close attention to how they support learning strategies.

7. Conclusion of the theoretical part

In the theoretical part the aim of ELT was introduced to the reader, supported by the curricular documents of the Czech educational system, where the aim of the ELT is established. Learning English does not only provide learners with knowledge, but also opportunities they can make use of in their further life and career development. The language levels and their requirements are described in the CEFR document, in which level A2 plays a pivotal role in lower secondary English classes. The CEFR also mentions areas of the Communicative Language Competences, out of which the Linguistic Competence mentions Vocabulary Range and Control. These two aspects of the Linguistic Competence deal with the number of words learned and the appropriateness of words within sentences respectively. Next, the term of vocabulary was defined, as well as all the varying aspects of it that need to be considered when learning vocabulary. Vocabulary cannot be simply defined as words, at least not individual words, because items that are treated as singular may consist of more than one word. Yet the whole phrase may be counted as one unit. Therefore, the question that arises is the word formation process a lexical item went through (clipping, blending, compounding). During the process of learning vocabulary, learners have to pay attention to the meaning of words. Some are synonymous, but they may appear idiomatic or phrasal. In that case, learners cannot rely on one word being equal to a unit with meaning. An aspect that is often marginalized is pronunciation. Nevertheless, it is as important as any other area of English since a single word can be pronounced in more than one way. Thus, the meaning changes drastically. Authors also encourage learning vocabulary in context, so that learners know how to use words properly in utterances. The last topic which has been discussed is the learner. The formal operational stage of learners brings many changes into the learners' way of thinking. They come across new words at school but not only there. They spend time with their peers and try to use the same vocabulary. Overall, no matter what learners do with the English language, they should aim for doing it regularly. That way they can reinforce the new knowledge they acquired through the activities involving English. In the following practical part, all the activities labeled Vocabulary

in the textbook will be evaluated one by one first, and then the whole unit will be summed up based on the variety of content within (as one of the criteria).

PRACTICAL PART

8. Objective of the Practical part

In the practical part of this paper, the task will be to evaluate the activities regarding vocabulary development using an in-depth evaluation method in the textbook called Project 1 Fourth Edition (Teacher's Book), focusing on the learning strategies to achieve the objective of learning. Each unit focuses on 2 to 3 main sets of vocabulary with its corresponding activities. These will always be mentioned at the start of each Unit's evaluation. The evaluation will be carried out based on the criteria listed at the end of the theoretical part.

8.1 Describing the textbook for evaluation

The textbook named Project 1 Fourth Edition (Teacher's book) was chosen to be evaluated. The textbook was written by Tom Hutchinson and Zoltán Rézmüves. The teacher who lent me this material uses it in English language classes in the 6th grade, plus, the book says in the introduction, that it is suited for learners aged 10 to 15 years of age (2013, Ti) (In the teacher notes the pages are labeled differently).

The textbook is divided into 6 main units. Each unit discusses a topic and is divided into different sections – grammar, vocabulary, communication, and skills, and lastly a chapter concerning connection to other subjects. This last chapter is always divided into 4 parts – Culture, Across the Curriculum, Project, and Song. The copy used for the analysis is then complemented by teacher notes explaining the objective of each task and offering the teacher guidance on how to use the textbook effectively.

Each unit consists of 4 segments labeled A to D, which serve as subtopics connected to the main topic of the unit. Within each segment there are several tasks belonging to the category of Grammar, Vocabulary, Speaking and so on. The practical part will focus on the tasks labeled Vocabulary. At the end of each unit, there is also a whole page dedicated to revision of gained knowledge and the Across the Curriculum page connects the unit to other school subjects.

8.2 Textbook Evaluation – Unit 1

The first Unit's vocabulary revolves around the alphabet and numbers from 1 to 100. In addition to that, some vocabulary activities serve as an extension of the grammar studied in the unit. In exercise 2 on page 6, the goal is to fill in the correct form of the indefinite article a/an. Then learners listen to the recording provided and repeat after the person in the recording. For learners, it is important to focus on the letter the noun starts with, as it dictates what indefinite article to use. The activity focuses primarily on intentional learning but may lean towards incidental learning - exceptions to indefinite article usage. As for learning in context, the words are isolated with no instruction to use them in a sentence to enable learning in context or eliciting meaning. The language aspects trained here are spelling, grammar and pronunciation. Both repetition and note taking are taken advantage of here, since the learners write the words down and then repeat saying them. There is no comprehension exercise after this one, but there really is no need for one since the core information is already contained within the exercise, and that is the difference between *a/an* and when to use which article.

In exercise 5 on page 7 the goal of the activity is to first read and then listen to and repeat the actions displayed on the page and then perform said actions. This is a kinesthetic activity which focuses on the pronunciation of the orders/phrases in the book. From the view of type of learning, this activity is an intentional learning activity, while also helping learners to learn to follow orders (incidental learning). The verbs are usually accompanied by nouns, so that learners can connect certain nouns and verbs together and understand meaning. This helps the contextualization process, despite there not being a comprehension exercise afterwards.

On page 8, there are two exercises involving numbers, with one extra comprehension activity in exercise 2. In exercise 1 there is a box with numbers in written form and below there are two columns with numbers written as digits. The goal of the activity is to match the words from the box to the corresponding digits. After that, the learners will hear the numbers pronounced in order from 0 to 10. In this activity, the goal is to realize how different numbers are represented by a word in English. The activity focuses on pronunciation of numbers, especially paying attention to the fact that the number 0 is pronounced as *oh* in British English and *zero* in American. Again, repetition of the numbers helps learners connect the digit to with its word counterpart. Therefore, it is a matching activity with digits and words. This is then put into context and practiced in exercise 2, where there is a listening activity where the participants spell their phone numbers to their friends. This activity focuses primarily on pronunciation of numbers. It also incidentally makes learners write down and remember phone numbers of their friends.

In exercise 5 on page 8, there are again numbers in columns, only this time, they are numbers from 11 to 20 and then 30, 40 and so on until 100. The goal of the activity is to listen to the pronunciation of the words and repeat them after the recording. The intentional learning part here is the pronunciation of the numbers, while also paying attention to the change in stress words such as *four<u>teen</u>* x *<u>for</u>ty*. Also, there are spelling differences the teacher should tell learners about, such as in the previous example or *five* x *fifty*. As learners repeat each number, they should spot the difference between, for example, *thirteen* x *thirty*. This is indicated by an illustration on the page where both words (one ending in -teen and the other ending in -ty) are displayed and the corresponding endings are highlighted. This will help learners with comprehension of the way numbers are written.

On page 9 there are 3 more exercises related to numbers. Exercise 6 is a reading and listening activity. There are 6 boxes, and in each box, there are two pictures. Each picture has a number in it. These are similarly sounding numbers, for example, *thirteen* and *thirty*. First, learners read

all the numbers in all the boxes in pairs. Then, they listen to 6 dialogues and have to figure out what number out of the pair was mentioned. The objective of the activity is to make the learners realize the difference in pronunciation of similar numbers. The numbers are put in context here because they appear in a conversation in a recording. That way, learners hear language as they would in a real conversation. They can make notes and highlight the ending of said number so that when they listen again, they can see and hear the ending at the same time. The learning process is mostly intentional.

Exercises 7 and 8 focus on pronunciation of numbers, going up to 100. Here, the numbers themselves are isolated and not used in conversation. Learners simply say the numbers displayed or continue by saying the next number that follows. Since this is a review activity dedicated to numbers, the learning strategy used here is repetition. The main difference is that in one exercise the numbers are in order and in the other they are not. This will force learners to recall random numbers and not just the following one in a string. The activity aims primarily to practice pronunciation of numbers. The objective here is focused on intentional learning as well.

Lastly, page 10 is all about the alphabet, with 5 vocabulary exercises in total. In Exercise 1 learners read the alphabet and then listen to the recording where it is read out loud and repeat it once more. The teacher can then say the letters in random order and ask learners to point to the correct letter. The activity aims to make learners practice the pronunciation of letters while paying close attention to letters such as E and I, or G, H, and J. Repetition is reinforced here, especially with those letters sounding similar to each other. There is not much room for incidental learning.

In Exercise 2, learners sing a song in which all the letters of the alphabet are included, so it will be more beneficial for auditory learners. It serves more as a review activity, rather than making the learners learn something new. From the viewpoint of intentional and incidental learning, the learners may practice their singing in English (incidental) while practicing the alphabet (intentional). The activity may be repeated, should it be enjoyed by the learners.

In Exercise 3 learners listen and write which words are spelled out by the voice in the recording. In this activity, taking notes while listening is developed, as the learners need to spell the word correctly. The important detail to remember here is that in English, if a letter appears twice right next to each other, learners will hear "double" + the letter. What the activity is lacking is

contextualizing the vocabulary spelled out. There is no prompt which would tell the learners to further use the created words in sentences. Also, there is no incidental learning happening.

In Exercise 4 there is another listening activity, this time focused on the phonetic symbols used in the English language. In this activity, learners have to copy the phonetic chart into their notes and sort the letters of the alphabet based on their phonetic symbol in pronunciation. Learners review the alphabet while also becoming more accustomed to the phonetic chart, which may be new to them. The activity is then finished when all the letters have been sorted out in the chart based on their phonetic symbol. Learners then read the letters by column and notice the occurrence and pronunciation of phonetic symbols.

In the last exercise, learners spell some words given by the teacher and then spell their own name or the name of their classmates. This activity not only focuses on spelling but also on cooperation with a partner.

From the viewpoint of relevance to the School Education program, all exercises were relevant to the document, as the topics in the textbook are identical to the ones in the SEP – School Subjects, Numbers, Alphabet (Kuhn-Gaberová, 2021, 78, 79). The main focus was put on listening and pronunciation. There were also connections to grammar, as seen in exercise 2 (p. 6) and also the imperative structure (exercise 5, p. 7).

8.3 Textbook Evaluation – Unit 2

The vocabulary topics of the second unit are countries, family members and days of the week. The first topic discussed is the topic of countries. In Exercise 1 on page 16, there are 12 country flags with national monuments displayed next to them. The goal of the activity is to listen and repeat the names of the countries. There is also a second part of the exercise, which is aimed more towards incidental learning of geography since it asks the learners to point to the countries on a map and then look for their own country and point to it. It also makes the learners see well known monuments in each country, further strengthening the connection between English and other school subjects, namely geography. However, there are no example sentences for learners to practice the pronunciation on. The countries are then connected to their capital cities in Exercise 2 on page 16, where learners have to match the capital cities to the right countries. After that, the learners listen to the recording and check their answers. They also learn the proper pronunciation of the countries and the capital cities. In comprehension exercises 3 and 4 on page 16, people introduce themselves and say where they are from. Learners listen for

specific information and point to the country the people in the recording say. These exercises help learners memorize the capital cities of countries which is essential for geography.

On page 18 in Exercise 1, learners listen to a recording of a number of male and female family members. The teacher points out the different relations and how the family is connected. It is an identifying activity in which learners repeat the label of the family members. As for the contextualizing of the family members vocabulary, that is done through the comprehension exercise 2 on page 18, where there is a photograph of a family with speech bubbles describing each family member's name and relation to the one introducing the family (one of the children in the photograph). Learners not only learn the vocabulary, but also get a basic understanding of family trees, one of which is displayed on the page.

The last topic of the unit is days of the week. On page 22 in exercise 1 the goal is to sort the days in the correct order. What the teacher can mention to the learners is that in some countries Monday is not considered the first day of the week. For example, in the United States, the week starts on a Sunday. Then the learners listen and repeat the days said in the recording to check their pronunciation and if their sorting was correct. In the following 2 exercises there are 2 listening activities. In the first one the learners listen to what day is mentioned in the conversations (listening for specific information) and write down the answer. In the last exercise, there is a conversation in a studio between a disc-jockey and a listener, who is requesting a song. The learners have to listen for specific information again to decide whether the statements written in the task are true or false (or, as Thornbury (2002, 98) puts it, select the correct option). Then, learners act the dialogue out in pairs. This activity not only helps learners review days of the week but also other vocabulary and phrases, such as introducing, saying how old a person is and so on. Thanks to it being a listening activity, learners hear a conversation they can encounter themselves, should they decide to call into a studio and request a song.

The exercises are relevant to the SEP, because they follow the topic of family members (Kuhn-Gaberová, 2021, 78). However, in the SEP, the topic of countries is not clearly stated. The vocabulary is very well intertwined with possessive adjectives (when talking about family – which allows the development of speaking), as well as revisiting other pieces of grammar from the past, such as introducing oneself.

8.4 Textbook Evaluation – Unit 3

In the third unit, the topic of vocabulary revolves around possessions, pets, school subjects and adjectives. In exercise 1 on page 28 there are 10 objects with labels 1 to 10 and their names.

Among these objects are electronic devices and vehicles used for doing sports. The goal of the activity is to listen to a recording, where a voice pronounces these objects, and repeat after the recording. The task does not explicitly say so, but the activity can also be used as a speaking activity, where the teacher can ask the learners who owns or uses these objects regularly, so that the learners speak and use the vocabulary in sentences.

Exercise 2 is a comprehension exercise related to the previous one. It is a listening activity focused on listening for specific information. There are 3 photographs of children with speech bubbles next to them. The children are talking about what they own or have at home. The learners listen to the recording and read along. After that, the learners use the information they gained through the recording in the following task where they answer questions related to the text/recording. Both memorization and note taking are taken advantage of here, because of the nature of the activity and its objective (the learners write down the answers). As for incidental learning, the exercise may teach the learners how to express what they are or are not in possession of.

Exercise 3a on page 31 presents a list of colors and other adjectives to the learners. It is once again a listening activity in which learners listen to the recording and repeat after it. Therefore, it is yet another exercise focused on repeating the words in order to make the learners remember the vocabulary and store it in the long-term memory. Learners may ask the teacher how to say some more adjectives in English so that they can describe the objects around them or on their desk. The exercise also includes an illustration, and a short definition of what adjectives are and how to use them, which is beneficial for the learners, due to the fact it is a short and concise description. As for the adjectives which are not colors, they are written in different fonts which should represent what the adjective means. However, adjectives such as "Good", "Bad" or "New" are not really recognizable. Exercise 3b allows learners to describe things around them using the knowledge from exercise 3a.

Exercise 1a on page 32 shows a number of animals with their labels under them. Once again, the objective of the activity is to make the learners accustomed to the new vocabulary by making them listen to the pronunciation and repeat after the recording. What matters here is the pronunciation of *rabbit* and *parrot,* since the consonants in the middle are not to be doubled in pronunciation. Alternatively, the teacher may ask the learners what pets they own at home, what their names are and when did they buy them. Therefore, this activity can further be developed into a speaking activity, should the teacher decide that way. The activity is then built upon in exercise 1b, where learners have to listen to an audio description of an animal and write

down what animal is described in the recording. Learners can make notes about the details of the animals so that they can say the correct answer afterwards. This activity is vital for the learners and their ability to talk about the vocabulary they come across in context.

The last vocabulary topic of the unit is related to school subjects. In exercise 1a on page 34 there are visual representations of subjects with their labels underneath each picture. As with all new vocabulary, learners are introduced to it by listening and repeating each school subject. When teaching pronunciation, special attention should be paid to words such as History, Science, and Geography, as these words may cause trouble with word stress, reduction and general pronunciation of letters contained within. The vocabulary is further worked with in exercise 1b, where learners are asked what subjects they do at school, what their favorite subjects are and what subjects they are good at. It also makes learners practice the grammatical expression *to be good at something*. The activity is aimed more towards intentional learning than incidental, as all tasks leave no room for further learning to occur. Some subjects are abbreviated and written in full in brackets. This detail is relevant for the next exercise.

The following comprehension exercise on pages 34 and 35 shows the subjects in a timetable from Monday until Friday (page 34) and a number of photographs of a boy having some of the lessons at school. The goal of the activity is to answer questions about the boy's timetable and subjects. Some of the questions ask learners what some abbreviations stand for (PE – physical education, RE – religious education). Other questions have to be answered by reading the captions of the photographs. The activity can be classified as an identifying activity where the goal is to find a subject or find out whether a subject occurs on a particular day. There is not much room for incidental learning in this exercise.

The exercises are all relevant to the SEP in topics – possessions, pets, school subjects, adjectives (Kuhn-Gaberová, 2021, 78, 79). The grammar of adjectives and the nouns related to school subjects go well together and can be practiced at the same time. Listening is heavily in the foreground here, as lots of vocabulary is presented to the learners.

8.5 Textbook Evaluation – Unit 4

Unit 4 introduces vocabulary of time and daily routines. In exercise 1 on page 40, there is a number of clocks in a circle and in the middle, there are 2 arrows indicating when to use "past" and "to" when telling the time (in other words, learners discover a collocation indicating time). Again, as it is the first activity of the unit with new vocabulary, it is a listening activity with the objective of repeating new words, or in this case, phrases that are used to communicate time.

The activity contains only elements of intentional learning of time expressions. Learners are encouraged to write the expressions down and highlight when the words "to" and "past" are used. Here, the context is pretty straightforward, since time is told through collocation.

In exercise 2a the objective is to fill in what the time is in the 8 pictures presented using the phrases in the box above the pictures (quarter past, ten to, twenty to, five past, quarter to, half past, twenty five to, o'clock). The learners have to not only use these expressions, but also fill in the correct hour based on the time in the pictures. What is missing here are extra example sentences, such as a task for learners to say a sentence in which the times are used. Then, in exercise 2b, there is only one task to divide the time expression with proper punctuation (whatsthetimepleaseitssevenoclock). Therefore, proper punctuation is not repeated here. A few more examples would have been welcome. There is no incidental learning happening in this activity. Again, the collocations of time are the only aspect of language that is practiced here.

In Exercise 3 on page 41 the objective is to listen and write down the times that are said in the recording/dialogues, therefore, this activity is focused on note taking. There is no room for incidental learning in this activity. The aspect of language in focus here is the correct spelling of numbers and time expressions. The following comprehension exercise consists of a short reading dialogue about a party. There are 2 questions to be answered – when the party is and why Molly cannot go to the party. This is a listening exercise focused on listening for specific information and it also expects learners to use the knowledge they acquired about days of the week and talking about timetables. Although the dialogue can be acted out by the class, the textbook does not specifically tell the learners to do that, although it would help them with pronunciation and practicing conversation in general.

In exercise 1 on page 42 there are several pictures with a sentence or two under each picture. The sentences contain phrases written in blue – these phrases label daily activities such as getting up, brushing teeth, or going to school; therefore, the phrases are contextualized. The goal of the activity is to listen and repeat the blue phrases labeling the daily activities. The strategy through which the vocabulary is learned is repetition again. As for incidental learning, the teacher can bring attention to collocations and which words go together in a phrase, such as "have a shower", "watch TV" and so on. The language aspect that the exercise is focusing on is pronunciation of the new vocabulary.

In the comprehension exercise on page 42 there is a box in which nouns related to daily activities are written. The goal of the activity is to listen to a recording, in which a girl describes

her daily routine (therefore, learners hear the phrases in context), and label the nouns in order they are mentioned in the recording. This is a sequencing activity since the routine activities should happen in chronological order. The objective of the exercise is intentional with no prompt for incidental learning.

Exercise 1 on page 44 is dedicated to leisure activities. The objective is to read, listen to and repeat the leisure activities 1 to 12 while looking at the visual representation of the activities. As for incidental learning, they may listen to other classmates and learn what they do in their free time. In the comprehension exercise 2 on page 44 learners read and listen to 3 people talking about what they do and do not do in their free time. It is a listening activity, specifically listening for specific information, as well as an identifying activity, as learners can also search for the information in the text. The objective of the exercise does not allow incidental learning.

The exercises are in alignment with the SEP (Kuhn-Gaberová, 2021, 78, 79) since the grammar of time and daily routine is practiced alongside the expressions for time and actions connected with daily routine. Some exercises may need some intervention, for example more examples in the punctuation exercise to make learners practice a little bit more.

8.6 Textbook Evaluation – Unit 5

In Unit 5 the vocabulary topics include furniture, parts of a house and places in a town. In exercise 1a on page 52 there is a picture of a house (Ravi's house) with various labeled objects. As this is an introductory vocabulary exercise, the goal of the activity is to listen to the vocabulary and repeat it. There is no other task which would make use of the vocabulary. However, the teacher can ask the learners what they have in their room or how many things from the picture they own themselves. As with every introductory vocabulary exercise in a unit, the strategy in use here is repetition and the aspect of English trained here is pronunciation. As for the contextualization of the words, that is what exercise 1b on the same page is for. The recording contains unfinished sentences, and the learners have to complete the sentences with the correct place where the object is in the photo on the page (The remote-control car is……. (on the chair). The vocabulary is further worked with in the comprehension exercise 2a on the same page. It is a reading and listening activity with the following objective: to read what Ravi's room looks like and find out who Robby is. It is an identifying activity in combination with listening for specific information. In exercise 2b the objective is to write down 8 things that were not mentioned in the recording. These can be found in the picture of the room; the learners do not have to listen to the recording again.

Exercise 6 on page 55 features more vocabulary with the same strategy as the introductory exercise, a photo with a number of nouns described. There are two additional tasks in this exercise, asking what other things are present in the house of Ravi. The book makes it unclear what photo the tasks relate to, whether the introductory one (Ravi's house) or the one on the same page. The learners are instructed to identify objects they can see in Ravi's house as a way of a revision of house vocabulary, with no other way of enabling incidental learning.

In exercise 1 on page 56 there are pictures of places which can be found in a town. Learners listen and repeat the vocabulary. The exercise is also a speaking activity, since the task instructs the learners to say which of the places in the pictures are present in the place they live. That way learners can speak about their place of residence using the studied vocabulary.

There is also a comprehension exercise in the form of a listening activity/3 mini dialogues. The task is to find out what places are mentioned from exercise 1 and which places are in the town. It is a listening activity where learners listen for specific information about the town and its places, and the objective is to answer the given questions. It can also be seen as an identifying exercise, since the information is found in the text.

The unit and its topics are in alignment with the School Education Program and its vocabulary topics of My House and My Town. The vocabulary is used together with the grammar of the exercise, the phrases *there is/there are*. It also allows learners to practice speaking while talking about their town and describing it to their classmates (Kuhn-Gaberová, 2021, 78, 79).

8.7 Textbook Evaluation – Unit 6

In the last Unit, the learners encounter vocabulary related to clothes and description of people. In exercise 1a on page 64 there are 15 expressions that are used when describing people, such as color of hair, eyes, proportions of the body and so on. Each expression is accompanied by a picture. The objective of this exercise is to listen to the expressions and repeat them, therefore, again, pronunciation is enforced here. The goal of the activity enables intentional learning, as it serves as an overview of the vocabulary of the unit. The vocabulary in this exercise is learnt in context thanks to exercise 1b, where there is a listening activity, in which the learners match the description they hear to a photo on the page.

In the comprehension exercise 2 on page 64, the learners have to read three descriptions of people and then, based on these descriptions, complete 6 sentences with the correct names. As this is an identifying comprehension exercise, it allows learners to practice using the vocabulary in context and understand its meaning while paying close attention to its form as well.

Clothes is the topic for exercise 1a on page 70. There are 5 pictures labeled A to E. of people dressed in different types of clothing. In the first part of the activity, the aim is to listen and repeat the given nouns. Once again, the aspect in focus here is the pronunciation and possibly spelling, which the learners can check. The activity is aimed towards intentional learning of clothing. In exercise 1b learners have to study the 5 images first, before closing the book and listening to a recording. In the recording, learners will hear one-sentence descriptions of the people from the images and their task is to say the correct letter labeling the person wearing said clothing. This activity tests short term memory of learners by making them recall things they had studied earlier. It also adds context and example use of the nouns introduced to the learners in the exercise. With this topic, learners may learn some dress code rules.

In exercise 2 learners can utilize the vocabulary they acquired by using it to describe the clothes they wear. They can describe themselves or someone else. Incidental learning can occur should learners come across vocabulary they have not studied so far. The exercise focuses on speaking while using the vocabulary in context and being able to describe the appearance of oneself.

The last exercise to evaluate is comprehension exercise 3 on page 70. It is a dialogue between two people, a shop assistant, and a customer. The main objective is to find out how much will the customer pay in total for the clothes. It is a reading activity combined with a math problem of addition. It is important that the learners only read the activity first and fill in the correct total price number. The listening part, where they check their answer, comes after.

The unit corresponds to the SEP with its topics of clothing and description of people (Kuhn-Gaberová, 2021, 78, 79). It allows learners to study vocabulary and to use it in practice in other exercises, which is always a plus. The vocabulary goes hand in hand with the grammar of the exercise, which is the verb *have got* and *to be* in all forms.

8.8 Textbook Evaluation – Impressionistic view

From an impressionistic point of view, on the one hand, the textbook feels rather disorganized. Sometimes, the vocabulary activities are absent for 2 whole pages and at other times there are multiple exercises in a row filled with vocabulary. Sometimes there was a comprehension exercise accompanying the vocabulary and sometimes there was none. On the other hand, what the textbook did very well are little illustrations dedicated to either grammar or vocabulary, highlighting important details.

As for the content of the activities, for vocabulary alone, most of the units handled the new vocabulary with a listening activity as a starting point to let learners hear and see the new

vocabulary, but the vocabulary felt isolated, and learners did not have the context to the vocabulary whatsoever. After the introductory exercise, some units contained a comprehension exercise which further worked with the vocabulary, adding example sentences, but some did not. For the purpose of this thesis, strategies which appeared in the evaluation were repeated frequently, as they included mainly listening, repetition, note taking and memorization. Fortunately, teachers are free to use some more modern tools to enliven the lessons and include more vocabulary learning strategies.

What the textbook also lacked was translation exercises, which were completely absent. The textbook was focusing solely on using English language.

9. Conclusion of the practical part

In the practical part of the thesis, the goal was to evaluate the textbook called Project 1 Fourth Edition in terms of vocabulary development. Before the process of evaluation started, several criteria were established. The checklist for the evaluation is in chapter 13, the Appendix. The conclusion below will also serve as principles of vocabulary teaching, that is, what to include in a vocabulary session.

46 exercises in total were evaluated. Out of these, 25 exercises contained elements allowing for both intentional and incidental learning to occur. The objectives of the remaining exercises were too vague in order for any learning outside of the given task to occur. As Thornbury says, both incidental and intentional learning should be included in the lesson.

32 exercises made good use of the new vocabulary introduced to learners, either by asking learners to use the vocabulary in sentences, or by having the learners repeat the pre-written sentences with the vocabulary contained inside. The remaining exercises included isolated nouns with no verbs attached to them, this was the case mostly for the introductory listening exercises. Learning in context is vital for vocabulary learning. (Scrivener, 2011, 198–199, and Ankucic, 3P Learning, 2019)

31 exercises focused primarily on pronunciation of the new vocabulary. This goes against the statement of Scrivener (2011, 273), who claims that pronunciation is often overlooked by teachers during English lessons. Only 2 activities focused solely on spelling, otherwise it was always accompanied by another language aspect. 2 activities focused on spelling and pronunciation together, 1 activity focused on spelling, grammar, and pronunciation and 1 activity focused on word stress, pronunciation, and grammar. The entirety of Unit 4, consisting of 8 exercises, focused on collocations connected with time and leisure activities. This allows

learners to understand the meaning of new vocabulary better, because it makes them use the vocabulary in phrases or sentences, as suggested by Scrivener (2011, 198–199) and Ankucic (3P Learning, 2019). One activity made it unclear what its purpose was. Overall, the exercises focused a bit too much on pronunciation. It would have been more efficient if the exercises utilized meaning of words more.

There was no occurrence of translation into another language in any of the exercises.

In terms of learning strategies, repetition was used 21 times, note taking was utilized 13 times, highlighting was used once, and memorization was used 7 times. Two activities were described more easily using a learning style rather than a strategy. A kinesthetic activity was evaluated once and an auditory exercise in the form of a song was evaluated also once. The primary strategy the book made use of in terms of vocabulary teaching and learning was repetition, which made some activities somewhat monotonous. Mainly because the tasks kept asking the learners to do the same thing and that was to listen and repeat. However, the book is used for other types of exercises as well, such as skills, grammar, projects and so on. It was just not necessary for this research. The flashcard strategy mentioned in the theoretical part was not used at all.

Finally, all 46 exercises were relevant to the School Education Program of the school which uses the evaluated textbook. The exercises were relevant in the topics, grammar, and vocabulary.

The book as a whole is pleasantly illustrated with the addition of real photographs which help the explanation of some vocabulary and grammar.

10. Conclusion

In the Czech Republic, textbooks are a vital part of the teaching and learning process. This thesis discussed the evaluation of vocabulary activities based on a number of criteria. The thesis is divided into 2 parts, theoretical and practical.

The theoretical part first introduces the aim of ELT with the support of curricular documents. Also, the School Educational Program is discussed since the evaluated exercises needed to be relevant to the SEP.

The third chapter dealt with Vocabulary and its importance. Vocabulary is crucial for communication; however, it should not be taught in isolation, but in phrases. Concerning the question of what it means to know a word, usually it means knowing its meaning, form and use.

The fourth chapter concerned the learner and its psychological development, mainly the formal operational stage. In this stage, learners can come up with solutions in their head, thus they are using critical thinking to come up with a solution.

The fifth chapter described learning styles and strategies. As far as learning styles are concerned, Harmer uses the terms of visual, auditory and kinesthetic learning style, whereas Gardner presents his multiple intelligence model and theory. He says that teachers usually do activities that make use of more intelligences at once during a lesson with the learners.

The last chapter of the theoretical part described the textbook as a material, as well as its evaluation. Textbooks are the main support when teaching. It is crucial for textbooks to be organized in a logical way, otherwise learners will not be able to learn anything. Both Ur and Cunningsworth then bring up criteria for evaluation, including a clear layout of the textbook, how the units are sequenced or how aspects of language are handled. At the very end of the theoretical part, the criteria for evaluation were listed.

More than half of the exercises utilized both intentional and incidental learning, although some exercises contained no way of enhancing the knowledge of other topics, mostly due to the task being vaguely presented. The aspect of language that received the most attention was pronunciation, which was against what was written in the theoretical part. However, a surprising fact was that no sign of translation-based exercises was recorded.

Another positive finding can be said about the contextualization of vocabulary, since in most cases, new vocabulary was made use of in example sentences or an entire comprehension exercise. The times during which this was not the case, were always the first exercises in a unit.

What was a bit negative was the content of the activities, which felt repetitive, when looking at only vocabulary activities. There were not a lot of strategies used to teach vocabulary and most exercises used the same formula, mostly listening and repeating.

Lastly, all of the exercises were relevant to the School Education program of the school which uses this textbook.

In conclusion, the book works and teaches vocabulary through a handful of strategies, although more ways of using vocabulary should be considered to make the vocabulary learning not as repetitive. Also, translation exercises would be welcome since it is not the first language of this country.

11. Resumé

Bakalářská práce se zabývala problematikou slovní zásoby v anglickém jazyce, respektive hodnocením aktivit ve vybrané učebnici z hlediska strategií výuky anglického jazyka. Po úvodní kapitole byl uveden obecný cíl výuky anglického jazyka s oporou v kurikulárních dokumentech: rámcovém vzdělávacím programu a zmíněn byl také školní vzdělávací program. Ve stejné kapitole byl vymezen pojem komunikační kompetence jazyka. Pro účely byla důležitá kompetence jazyková. Slovní zásoba je v jazykové kompetenci zastoupena v kategoriích Ovládání slovní zásoby (Vocabulary Control) a Rozsah slovní zásoby (Vocabulary Range).

Třetí kapitola se zabývala problematikou definice slovní zásoby. Na začátku bylo definováno slovo a slovotvorné procesy. Dále bylo v práci uvedeno, co vše je nutné mít v paměti, aby bylo zřejmé, že člověk dané slovo zná. Pokud mají žáci na konci hodiny něco znát, něco si osvojit, je důležité je obeznámit s cílem hodiny či aktivity, která bude následovat.

Čtvrtá kapitola byla věnována žákovi, zejména žákovi v dospívajícím věku. Pro účely této práce byla důležitá definice, že žák je dítě od 11 do 14 let, které navštěvuje druhý stupeň základní školy za účelem vzdělávání. Druhou důležitou složkou vyučovacího procesu je učitel. Jednou z úloh učitele je vytvořit pro své žáky takové prostředí, ve kterém bude vyučovací proces uskutečňován v klidné, pozitivní atmosféře beze strachu. Co se vývoje žáka týče, v letech od 11 do 15 let dochází k významným změnám jak v oblasti fyzické, tak psychické. Mění se jejich způsob uvažování a bývá problematické danou skupinu motivovat. Během vyučovacího procesu je důležité, aby se žáci necítili nijak pod nátlakem ze strany učitele. S vývojem dětí je spojeno jméno Jeana Piageta, který vytvořil čtyřstupňový model vývoje myšlení u dětí. Učení dospívajících bývá označováno za náročné z několika důvodů. Nejčastějším důvodem však bývá uváděna skutečnost, že dospívající lidé se často nudí a u ničeho dlouho nevydrží. Proto autoři doporučují učitelům, aby své aktivity velmi často měnili a používali různé učební pomůcky.

Další podkapitola pojednávala o situacích, díky kterým žáci přicházejí do styku s novou slovní zásobou. Americký jazykovědec Krashen tvrdí, že ke kontaktu s cizím jazykem dochází dvěma způsoby, a to osvojování a učení. Osvojování si jazyka se děje automaticky, aniž by si to žáci uvědomovali. Děje se tak například při poslechu jazyka. Učení zahrnuje znalost daných pravidel jazyka, schopnost je aplikovat a hovořit o nich.

Jako další je třeba okomentovat problematiku učebních stylů a s nimi i strategie, které je možno k učení použít. Mezi 3 hlavní učební styly lze zařadit styl sluchový (učení se pomocí

posloucháním jazyka), zrakový (učení se pomocí zraku a vizuální podpory) a kinestetický (učení se pomocí pohybu a provádění pohybových aktivit za použití různých tvůrčích pomůcek). Vedle učebních stylů jsou dále strategie učení, které lze využít během učení se slovní zásoby. První z nich je opakování. Žáci si čtou větu obsahující nové slovo neustále dokola a snaží se ho správně vyslovovat, napsat a uvědomit si jeho význam. Snaží se zapamatovat si i překlad do češtiny. Další strategií učení je tvorba poznámek. Žák má možnost vést si vlastní slovníček, ve kterém bude mít svůj vlastní systém zapisování výrazů a jejich překladu. Je ale důležité, aby nebyla slova psána nahodile, ale v určitém pořadí, například podle témat. Dále u každého slova by měla být zapsána výslovnost, ale také ukázková věta a také další významy slova, pokud dané slovo má více než jeden. Další strategie, která se nabízí, je strategie předpon a přípon. Pokud se žák učí nová slova složená z předpon a přípon, může je rozdělit a naučit se, jak jednotlivé části mění význam slova. Například předpony negativního rázu, se lze naučit, pokud si dítě vytvoří pravidla, podle kterých pozná, že se jedná o negativní slovo. Druhou možností je neustálé opakování, dokud si dítě nebude jisté, že si slovo vštípilo do paměti. Poslední strategií, která je v dnešní době hodně rozšířena, jsou flashcards neboli kartičky se slovíčky. Jedná se o kartičky, na kterých je vyobrazeno slovíčko a pod ním je na jedné straně název slovíčka v anglickém jazyce a na druhé straně v českém jazyce. Kartičky mohou být buď fyzické nebo lze využít jedné z mnoha aplikací a stránek na internetu. Tyto stránky nabízejí tvorbu kartiček zdarma a lze je obohatit i o zvukovou stránku. Kartičky lze poté využít v různých hrách a aktivitách.

V praktické části byla zhodnocena všechna cvičení na slovní zásobu v učebnici Project 1 Fourth Edition, a to na základě kritérií, která byla stanovena. Prvním kritériem bylo učení buď záměrné, nebo bezděčné. Více než polovina aktivit dokázala využít oba druhy učení.

Druhým kritériem bylo učení slovíček v souvislostech. Více než polovina cvičení nabádala žáky k použití nových slovíček ve větách či dalších cvičeních zaměřených na porozumění. Kde se toto většinou nestalo, byla první cvičení na slovní zásobu v každé lekci, kde žáci pouze poslouchali samostatná podstatná jména bez jakýchkoliv sloves či frází.

Co se týče aspektů jazyka, nejvíce byla zastoupena výslovnost, což jde proti tvrzení Harmera, který tvrdí, že je výslovnost učiteli opomíjena v hodinách anglického jazyka. Co naopak vůbec přítomno nebylo, byla cvičení na překlad slovíček do jiného jazyka (v tomto případě do češtiny).

V učebních strategiích učebnice pokulhává, nejvíce je zastoupeno opakování, zapisování poznámek a zapamatování, jelikož zadání cvičení vypadala mnohdy téměř identicky. Naštěstí se učitelé mohou spolehnout i na jiné materiály ve spolupráci s učebnicí. Je zde možnost využít i pracovní sešit, který ale nebyl použit pro výzkum. Ačkoliv byla v teoretické části uvedena i strategie použití flashcards, neobjevila se ani v jednom z analyzovaných cvičení.

Všechna cvičení byla v souladu se školním vzdělávacím programem Základní a Mateřské školy Rudník, kde je tato učebnice používána doposud. Shoda byla zaznamenána jak v tématech, tak v propojení slovní zásoby a ostatních součástí anglického jazyka.

Učebnice Project 1 Fourth Edition je dobrou učebnicí, která se snaží slovíčka učit konzistentně a použitím podobných aktivit v každé lekci, ale v mnoha ohledech by mohla být lepší, zejména v počtu použitých strategií. Také by možná neuškodilo zaměřit se více na ostatní součásti jazyka než na výslovnost, například na význam slov. Také je třeba zmínit absenci cvičení zaměřených na překlad. Ta by umožnila dále pracovat s jazykem a umožnit žákům jazyku lépe porozumět.

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13. Appendices

Evaluation of vocabulary exercises

Note: Ex. = exercise, p. = page, SEP = School Education Program

Unit 1	Incidental / Intentional	Learning In Context	Aspects Of Language	Learning Strategies	Relevant To SEP
Ex. 2 (p. 6)	Both	No	Spelling Grammar Pronunciation	Repetition Note taking	Yes
Ex. 5 (p.7)	Both	Yes	Pronunciation	Kinesthetic Performing	Yes
Ex. 1 (p.8)	Intentional	No	Pronunciation, Spelling	Repetition	Yes
Ex.2 (p.8)	Both	Yes	Pronunciation,	Note taking	Yes
Ex.5 (p.8)	Both	Yes	Pronunciation	Repetition	Yes
Ex. 6 (p.9)	Intentional	Yes	Pronunciation	Note taking Highlighting	Yes
Ex.7 (p.9)	Intentional	No	Pronunciation	Repetition	Yes
Ex. 8 (p.9)	Intentional	No	Pronunciation	Memorization	Yes
Ex.1 (p.10)	Intentional	No	Pronunciation	Repetition	Yes
Ex.2 (p.10)	Both	No	Pronunciation	Repetition Auditory (Style)	Yes
Ex.3 (p.10)	Intentional	No	Spelling	Note taking	Yes
Ex.4 (p.10)	Both	No	Pronunciation	Note taking	Yes
Ex.5 (p.10)	Both	No	Spelling	Memorization	Yes

Unit 2	Incidental / Intentional	Learning In Context	Aspects Of Language	Learning Strategies	Relevant To SEP
Ex. 1 (p.16)	Both	No	Pronunciation	Repetition	Yes
Ex.2 (p.16)	Intentional	Yes	Pronuciation	Memorization	Yes
Ex.3 (p.16)	Both	Yes	Pronunciation	Memorization	Yes
Ex.4 (p.16)	Both	Yes	Pronunciation	Memorization	Yes
Ex.1 (p.18)	Both	No	Pronunciation	Identifying Repetition	Yes
Ex.2 (p.18)	Both	Yes	Pronunciation	Identifying Repetition	Yes
Ex.1 (p.22)	Both	No	Pronunciation	Repetition Sorting	Yes
Ex.2 (p.22)	Intentional	Yes	Pronunciation	Note taking	Yes
Ex.3 (p.22)	Both	Yes	Pronunciation	Selecting	Yes

Unit 3	Incidental / Intentional	Learning In Context	Aspects Of Language	Learning Strategies	Relevant To SEP
Ex.1 (p.28)	Both	Yes	Pronunciation	Repetition	Yes
Ex.2 (p.28)	Both	Yes	Pronunciation	Memorization Note taking	Yes
Ex.3 (p.31)	Both	Yes	Pronunciation	Repetition	Yes
Ex.1 (p.32)	Both	Yes	Pronunciation Spelling	Note taking	Yes
Ex.1 (p.34)	Intentional	Yes	Word stress Pronunciation Grammar	Repetition	Yes
Ex.2 (p.34)	Intentional	Yes	Vocabulary	Identifying	Yes

Unit 4	Incidental / Intentional	Learning In Context	Aspects Of Language	Learning Strategies	Relevant To SEP
Ex.1 (p.40)	Intentional	Yes	Collocations	Note taking	Yes
Ex.2 (p.40)	Intentional	No	Collocations	Note taking	Yes
Ex.3 (p.41)	Intentional	Yes	Collocations	Note taking	Yes
Ex.4 (p.41)	Intentional	Yes	Collocations	Note taking	Yes
Ex.1 (p.42)	Both	Yes	Collocations	Repetition	Yes
Ex.2 (p.42)	Intentional	Yes	Collocations	Sequencing	Yes
Ex.1 (p.44)	Both	Yes	Collocations	Repetition	Yes
Ex.2 (p.44)	Intentional	Yes	Collocations	Identifying	Yes

Unit 5	Incidental / Intentional	Learning In Context	Aspects Of Language	Learning Strategies	Relevant To SEP
Ex.1 (p.52)	Both	Yes	Pronunciation	Repetition	Yes
Ex.2 (p.52)	Intentional	Yes	Pronunciation	Note taking	Yes
Ex.6 (p.55)	Intentional	No	Pronunciation	Repetiton	Yes
Ex.1 (p.56)	Both	Yes	Pronunciation	Repetition	Yes
Ex.2 (p.56)	No	Yes	Pronunciation	Identifying	Yes

Unit 6	Incidental / Intentional	Learning In Context	Aspects Of Language	Learning Strategies	Relevant To SEP
Ex.1 (p.64)	Intentional	Yes	Pronunciation	Repetition	Yes
Ex.2 (p.64)	Intentional	Yes	Pronunciation	Identifying	Yes
Ex.1 (p.70)	Both	Yes	Pronunciation	Repetiton Memorization	Yes
Ex.2 (p.70)	Both	Yes	Pronunciation	Repetition	Yes
Ex.3 (p.70)	Both	Yes	Pronunciation	Identifying	Yes