

University of Pardubice
Faculty of Arts and Philosophy

Material teaching aids for the development of vocabulary in English language
teaching

Bachelor Thesis

2024

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Univerzita Pardubice
Fakulta filozofická
Akademický rok: 2022/2023

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(projektu, uměleckého díla, uměleckého výkonu)

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Osobní číslo: **H21212**
Studijní program: **B0231A090018 Anglický jazyk**
Specializace: **Anglický jazyk pro vzdělávání**
Téma práce: **Materiální didaktické prostředky pro rozvoj slovní zásoby ve výuce anglického jazyka**
Zadávající katedra: **Katedra anglistiky a amerikanistiky**

Zásady pro vypracování

Práce se bude zabývat problematikou využití materiálních didaktických prostředků ve výuce anglického jazyka na základní škole. V teoretické části studentka definuje hlavní cíl výuky cizího jazyka, tj. koncept komunikační kompetence a v souvislosti s ním se bude zabývat definicí a rozvojem slovní zásoby u vybrané skupiny žáků. Dále bude v práci diskutována role a funkce materiálních didaktických prostředků v rozvoji slovní zásoby. V rámci praktické části pak dle kritérií vyplývajících z poznatků v teoretické části navrhne sadu materiálních didaktických pomůcek pro rozvoj slovní zásoby.

Rozsah pracovní zprávy:
Rozsah grafických prací:
Forma zpracování bakalářské práce: **tištěná/elektronická**
Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

- Celce-Murcia, Marianne, Donna Brinton, and Marguerite Ann Snow. 2014. *Teaching English as a Second or Foreign Language*. 4th ed. Boston: National Geographic Learning.
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Datum zadání bakalářské práce: **2. dubna 2023**
Termín odevzdání bakalářské práce: **30. března 2024**

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ACKNOWLEDGEMENT

I would like to express my gratitude to my supervisor, Mgr. Helena Zitková, Ph.D., for her support, guidance, patience, and inspiration. I would also like to thank my loved ones for their love, support, and patience.

ANNOTATION

This thesis focuses on material teaching aids for the development of vocabulary in English language teaching for lower secondary learners. The theoretical part researches vocabulary, teaching aids, characteristics of lower secondary learners, and teaching vocabulary in detail and provides the basis for the practical part. The practical part describes and analyzes four constructed teaching aids based on criteria derived from the theoretical part.

KEYWORDS

vocabulary, teaching aids, lower secondary learners, English language teaching

NÁZEV

Materiální didaktické prostředky pro rozvoj slovní zásoby ve výuce anglického jazyka

ANOTACE

Tato práce se zabývá materiálními didaktickými prostředky pro rozvoj slovní zásoby ve výuce anglického jazyka pro žáky druhého stupně základní školy. Teoretická část podrobně zkoumá slovní zásobu, učební pomůcky, specifika žáků druhého stupně základních škol a výuku slovní zásoby a poskytuje základ pro praktickou část. Praktická část popisuje a analyzuje čtyři vytvořené učební pomůcky na základě kritérií vyvozených z teoretické části.

KLÍČOVÁ SLOVA

slovní zásoba, učební pomůcky, žáci druhého stupně základních škol, výuka anglického jazyka

Table of contents

INTRODUCTION	10
THEORETICAL PART	11
1 VOCABULARY	11
1.1 <i>Specification of vocabulary within the main aim of English language teaching</i>	11
1.2 <i>Definition</i>	12
1.3 <i>Knowing a word</i>	13
1.4 <i>Vocabulary storage</i>	15
2 TEACHING AIDS	16
2.1 <i>Definition</i>	16
2.2 <i>Role and function of teaching aids</i>	17
2.3 <i>Criteria for the choice</i>	17
2.3.1 <i>Aims</i>	18
2.3.2 <i>The classroom</i>	18
3 LOWER SECONDARY LEARNERS	19
3.1 <i>Age</i>	19
3.2 <i>Language ability</i>	20
3.3 <i>Adolescent psychological development</i>	20
4 TEACHING VOCABULARY	22
4.1 <i>The choice of vocabulary and its sources</i>	22
4.2 <i>The number of words</i>	23
4.3 <i>The process</i>	24
4.3.1 <i>PPP model</i>	25
4.3.2 <i>ESA model</i>	26
4.3.3 <i>6-phase model</i>	26
CONCLUSION OF THE THEORETICAL PART	27
PRACTICAL PART	28
5 CONTEXT	28
5.1 <i>Design-based research</i>	28
5.2 <i>School Education Program</i>	29
6 CRITERIA	30
7 TEACHING AIDS	31
7.1 <i>Teaching aid 1</i>	32
7.1.1 <i>Options for practice</i>	33
7.1.2 <i>Options for production</i>	34
7.2 <i>Teaching aid 2</i>	34
7.2.1 <i>Options for practice</i>	35
7.2.2 <i>Options for production</i>	36
7.3 <i>Teaching aid 3</i>	37

7.3.1 Option for presentation.....	38
7.3.2 Options for practice	38
7.3.3 Options for production	39
7.4 <i>Teaching aid 4</i>	39
7.4.1 Options for practice	40
7.4.2 Option for production	41
CONCLUSION OF THE PRACTICAL PART	41
CONCLUSION	43
RESUMÉ	44
BIBLIOGRAPHY	47
APPENDIX	51

List of abbreviations

CEFR – Common European Framework of Reference for Languages

CLC – Communicative language competence

ELT – English language teaching

ESA – Engage, Study, Activate

EVP – English Vocabulary Profile

FEP – Framework Education Program for Basic Education

ISCED – International Standard Classification of Education

PPP – Presentation, Practice, Production

SEP – School Education Program

TA – Teaching aid

Introduction

This thesis aims to comprehensively research material teaching aids for the development of vocabulary in English language teaching for lower secondary learners. To address all necessary layers of the topic clearly, it is primarily divided into theoretical and practical parts, secondarily into more relevant chapters.

The first step is thorough research of the theory pertinent to the topic, which is done in the theoretical part. Gavora claims that theory knowledge is crucial because it gives the researcher the basis for the research (2000, 16). This is confirmed by Chráska, who mentions the theoretical background as the first step in research. Avoiding mistakes is one of the reasons why the theory should not be forgotten (2016, 11–12). Gavora also suggested that proper information knowledge can prevent needless mistakes (2000, 16). This explains the reasons for proper exploration of the main topic.

The theoretical part is subdivided into four main chapters, forming a whole that sufficiently researches vocabulary development in English language teaching. These subtopics are vocabulary, teaching aids, lower secondary learners, and teaching vocabulary. The order of these chapters is logical; firstly, vocabulary is set into the context of English language teaching, and then it is defined and analyzed. Secondly, the teaching aids are examined. When the criteria for choosing teaching aids are discussed, it becomes evident that the focused group must be defined. Therefore, the following chapter must explain the specifics of lower secondary learners as the chosen group for this thesis. Lastly, the main aspects of teaching vocabulary are clarified. This whole provides a basis for the subsequent practical part.

The practical part starts with a formulated aim for the practical part, followed by three main chapters. The context for the practical part is provided since the type of research, design-based research, is explained. The context also discusses the chosen school education program. The following chapter is a list of criteria derived from the theoretical part and provides a coherent system for evaluating and analyzing teaching aids. Based on the criteria, four teaching aids are constructed. They are described in Chapter 7, where they are also analyzed to determine whether they meet the requirements set by the criteria that guarantee their relevance and agreement with the theoretical part.

Theoretical part

The theoretical part is divided into four main chapters (vocabulary, teaching aids, lower secondary learners, and teaching vocabulary), representing the main topics that must be explored to provide a sufficient basis for the following practical part. The chapters build on each other as the topics evolve to clearly demonstrate a complex picture of material teaching aids for the development of vocabulary in English language teaching.

1 Vocabulary

1.1 Specification of vocabulary within the main aim of English language teaching

The main aim of English language teaching (ELT) is the development of communicative competence. Communicative language competence (CLC) has been specified in the Common European Framework of Reference for Languages (CEFR) and divided into linguistic, sociolinguistic, and pragmatic competences, which are further divided into smaller units (Council of Europe 2001, 13). The Companion volume of CEFR brings an updated summary of the communicative competence but keeps the three mentioned main ones and highlights a vital characteristic of the competences, such as that all competences are interrelated (Council of Europe 2020, 129). Language teaching should be based on developing students' communicative competence in all its parts.

Vocabulary, as the main topic of this thesis, will be categorized in the CLC. Vocabulary falls mainly to linguistic competence, specifically into lexical competence as the vocabulary knowledge and usage; semantic competence, which focuses on words' meanings; phonological competence, which deals with pronunciation; and orthographic competence as the knowledge of the written form of words (Council of Europe 2001, 109–117). The Companion volume of CEFR does not operate with sub competences such as lexical competence; yet, it uses descriptors, of which vocabulary range and vocabulary control, phonological control as the pronunciation of words, orthographic control as copying and spelling of words are relevant for vocabulary in linguistic competence (Council of Europe 2020, 129–136). Regarding linguistic competence, vocabulary is spread over several categories in both models; therefore, none of these categories should be forgotten in ELT.

To bring a complete picture of vocabulary, vocabulary is also a part of sociolinguistic competence. It is applicable as choosing proper words for specific situations because the

subcategories of this competence are linguistic markers of social conventions, politeness conventions, expressions of folk-wisdom, register differences, dialect, and accent (Council of Europe 2001, 118). The Companion volume mentions all these subcategories except folk-wisdom expressions but as in the linguistic competence is mainly focused on the descriptors which are called sociolinguistic appropriateness (Council of Europe 2020, 136–137). One example will be given to explain the reasoning behind the inclusion of vocabulary in this competence. One of the criteria of sociolinguistic appropriateness is the recognition of idioms, which is an essential part of vocabulary, as explained in Chapter 1.2 (Council of Europe 2020, 137). When CLC is analyzed thoroughly, it becomes clear that vocabulary could be seen as a core of language and communication.

Recognizing the importance of vocabulary as a core of communication is vital for ELT. This viewpoint is represented by Communicative language teaching (CLT), which focuses on the use of language for communication (Celce-Murcia, Brinton, and Snow 2014, 15). This was previously mentioned by Littlewood, who emphasized that the competence to communicate is the essential goal for teaching a language (2011, 542). Not only is language tightly connected to communication, but the Council of Europe made the link even stronger by stating that language develops based on communication used in reality (2001, 109). In the Czech education environment, the need to perceive language as a tool for communication is anchored in the Framework Education Program for Basic Education (FEP) as one of the targets of teaching a language (MŠMT 2023b, 17). According to Lightbown and Spada, the importance of communication lies in vocabulary because the message can be conveyed if the proper words are used, whereas the grammar or pronunciation need not be entirely correct (2006, 96). Stahl and Nagy shift the importance to a philosophical dimension by saying that as the amount of words increases, a person can perceive the world comprehensively. To illustrate this statement, they provide an example: the knowledge of different words for the color blue brings a new perception of the world (2006, 5). Vocabulary is vital for communication not only from the language point of view but also for understanding the world and thinking about it.

1.2 Definition

Until this point, the term ‘vocabulary’ has been used; nevertheless, one more term often surrounds vocabulary: lexis. Therefore, these two terms must be defined and distinguished. It is also crucial to explain what vocabulary means in this thesis. According to Lewis, vocabulary consists of single words; lexis is composed of lexical items, which are groups of language that

naturally occur in communication (1993, 89). Explicitly, he considers the following chunks of language for lexical items: words, multi-word items, such as polywords, collocations, institutionalized expressions, and idioms (1993, 91–92, 98). Supported by Scrivener, who expresses that lexis is not only about single words but also about longer bits of language (consisting of more words) that should be taught and remembered together because they carry a specific meaning and commonly occur in communication in these combinations (2011, 186). Notwithstanding the differences, Scrivener acknowledges that the terms vocabulary and lexis are sometimes used synonymously (2011, 187). In CEFR, the knowledge of different kinds of lexical items is also highlighted mainly in vocabulary range competence and their use in sociolinguistic competence (Council of Europe 2020, 131, 136). This thesis will use the term vocabulary, yet this interpretation includes words and multi-word terms because of the importance for communication. The terms ‘word’ and ‘lexical item’ will be used interchangeably.

Different lexical items express specific meanings, which is the core of vocabulary. Even though Stahl and Nagy acknowledge different aspects of vocabulary, they focus on the knowledge of meanings as the primary definition of vocabulary (2006, 3–4). Harmer also works with meanings but states that identically looking words can have different meanings that can be decoded in a context (2007a, 35). Neuman and Dwyer resonate with the attention to meaning as a tool for communication because through understanding words, the connections among them are created, which is essential for comprehension (2009, 385). Understanding meanings in a context and connections among them is part of vocabulary definition.

1.3 Knowing a word

It is necessary to recognize several aspects of words to know them. Thornbury perceives the form and meaning of a word as the main aspects of the knowledge (2002, 15). First and foremost, the lexical item's main meaning in a typical situation should be learned (Lightbown and Spada 2006, 100). Scrivener goes deeper because he divides the meaning of a word into even smaller units like other meanings, connotations, collocations, register restrictions, colligation, typical bits, phrases, and idioms it is included in, translations, false friends, lexical families and sets, synonyms, antonyms, homophones, and typical affixes (2011, 206–207). Celce-Murcia, Brinton, and Snow agree with most aspects; moreover, they bring one more part of knowing a word: the frequency of its use (2014, 288–289). The meaning of a word has many layers that are important for understanding and using the word; these layers could be

summarized as the most frequent meaning and other meanings, the words that commonly occur around the word, similar words or complete opposites, or situational restrictions.

Collocations, false friends, and antonyms are explained as terms chosen for the purpose of the practical part of this thesis. Words that typically occur next to each other is the definition of a collocation by Halliday, Teubert, Yallop, and Anna Čermáková, an example of collocation could be 'lend' and 'money' (2004, 11). False friends are words whose meanings can be misunderstood because of their similarity to a different meaning of its translation (Scrivener 2011, 207). An example of false friends could be the English word 'actual' and the Czech word 'aktuální' because the meaning of the adjective 'actual' is that something really exists versus the meaning of the adjective 'aktuální' is being topical or current (Hladký 1990, 14). Words 'old' and 'young' are antonyms because they have opposite meanings (Thornbury 2002, 9). Even if they have opposite meanings, accurate context is required (Janíková 2005, 67). The need for context is illustrated by Thornbury; the antonym of 'old' can be 'young' or 'new' based on the context (2002, 9). These three features of meaning were defined as they will be needed for the practical part.

Words' meanings could be looked at from a personal viewpoint. In addition to the previously mentioned categories of meaning, it is explained by Thornbury that a meaning can be slightly different for every person based on his or her experience or culture (2002, 17). Allen is even more specific; she advocates for deepening the knowledge of a word by linking the word to categories that make the word more personal, such as personal connections or the taste, feeling, and sound related to the word (2005, 54–55). Scrivener agrees with these personal connections with the meaning; furthermore, he adds that knowing or creating mnemonics and visualization of the word can help with the process of remembering it (2011, 206–207). Each person has their own point of view; thanks to that, everyone might understand the word's meaning differently based on their own experience, which can even help deepen their knowledge of the word.

Words can have multiple meanings; simultaneously, there are more expressions for a similar meaning, which implies that a choice of suitable words must always occur. Lewis remarks that the word choice depends on rejecting other words; the language user decides what the word does not express and chooses appropriately based on this differentiation. That implies that the system of lexical items is relational (1993, 77). Harmer verifies the fact that the relationships of words define their meanings; moreover, he distinguishes the relations as antonymy,

synonymy, and hyponymy (2007a, 35–36). Choosing a suitable word to use in communication is based on comparing it to other words, which means that words pertain to each other, and to be able to choose properly, the user needs to understand the connections.

The second aspect of knowing a word besides its meaning is its form. Scrivener provides a detailed list of aspects related to a form, he includes spelling, phonemes, stress, number of syllables, part of speech, and grammatical forms, nevertheless, he admits that it is unrealistic to learn all these aspects together with the meaning during one lesson. Thus, he simplifies the form into spelling and pronunciation; later, other aspects can be added (2011, 206–207). This is supported by Celce-Murcia, Brinton, and Snow, who divide the form similarly to Scrivener's simplified version into written and spoken (2014, 288). Equivalently to knowing a word's meaning, it is essential first to know the word's written and spoken form, which can be later deepened.

1.4 Vocabulary storage

Not only is vocabulary breadth necessary, but vocabulary size must also be explored. A language user has a certain number of lexical items stored in memory, divided into active and passive vocabulary (Lewis 1993, 101). Correspondingly, Scrivener identifies productive lexis as lexical items used actively and receptive lexis as lexical items that are recognized but still not actively used (2011, 188). Celce-Murcia, Brinton, and Snow verify this distinction; more importantly, they state that receptive knowledge can be used in reading and listening by understanding; contrastingly, the productive one is needed while speaking and writing (2014, 289). The vocabulary of a language user is usually divided into these two categories based on the ability of the user to use it actively or passively. As vocabulary is the core of communication and productive knowledge of words is used for communication, it is inferred that preferably words should be transferred from receptive to productive knowledge as much as possible.

Even though both the size and the depth of vocabulary are essential, the question is whether there is a set priority for any of them. As a result of learning too many words, some of them could be forgotten; accordingly, Thornbury suggests encountering the word in different contexts or using the word differently can help with remembering the word (2002, 26–27). Scrivener agrees with Thornbury by highlighting that new words should be introduced, but the emphasis should be on discovering the meanings of known words in more depth (2011, 207). The authors agree on the importance of both; therefore, discovering already known words in

different contexts or their different meanings is equally important to introducing completely new words.

It is now necessary to uncover the kind of words that should be covered in the learning process and the implications resulting from that. Lewis elucidates the need to know words of diverse categories: nouns, verbs, adjectives, adverbs, connectors, determiners, or other groups. When it is assumed that a learner's vocabulary is balanced based on Lewis's suggestion, then the learner is able to use the vocabulary effectively, which means that they are capable of talking about various topics (1993, 102–103). Complementary to this approach is Thornbury's concept of vocabulary storage. He claims that words are organized in a highly complex network based on their meaning and, secondarily, their form (2002, 16–17). Allen completes this viewpoint because she suggests new words should be added to learners' already existing concepts (2005, 54–55). To support adequate vocabulary knowledge, words of different categories concerning the same or related topics should be learned so that the learner's networks or systems of words expand equally.

2 Teaching aids

2.1 Definition

Terminology dealing with didactic means and teaching aids varies; therefore, it is crucial to classify teaching aids within the system of didactic means and justify using the term in this thesis. Didactic means are divided into material and non-material didactic means (Maňák 1995, 49–50). Supported by Černá and Pišová, who include teaching techniques, strategies, and methods in non-material didactic means (2002, 22). In contrast, material didactic means comprise teaching aids, classroom and school equipment, computers, and their usage (2002, 28). Dostál emphasizes the importance of teaching aids because they are directly in touch with the education content (2008, 9–10). Teaching aids are also directly included in the education process (Průcha et al. 2009, 258). This work will use the term teaching aids because they are considered the most critical part of material didactic means, considering they can directly influence how the educational content is presented and practiced.

As an essential part of material didactic means, teaching aids can be divided into several categories. According to Tomlinson, teaching aids can be linguistic, visual, auditory, or kinesthetic and can be physically present in the classroom or virtually on the internet (2001, 66). Ordu combines Tomlinson's approach by distinguishing between teaching aids non-

projected such as “chalkboard, whiteboard, charts, posters, pictorial materials and models” and projected ones requiring projection screen in the classroom (2021, 212). To make the distinction complex, teaching aids can address one or more senses, however, he supports the ones meant for more senses (2021, 212). Teaching aids are either non-projected or projected, furthermore, they are always focused on at least one sense, ideally on more senses.

2.2 Role and function of teaching aids

The primary function of teaching aids is to support the learning process. Skalková considers teaching aids to be crucial help in facilitating the learning process (2007, 249). They help the learning process by actively involving the learners; they open the opportunity for the learners to discover, which makes the learning process linked to real life and more meaningful (Dostál 2008, 7–8). As indicated by the previous authors, teaching aids have a motivational function, which means that they attract learners’ attention; therefore, learning can take less time (Ordu 2021, 211). This means that teaching aids should motivate students to be active in the lessons by providing the learners with content relevant to their lives.

To perform its function, a teaching aid should follow the multi-sensory approach. As Skalková highlights, teaching aids function as the means for implementing the multi-sensory approach (2007, 250). A multi-sensory approach is one of the didactic principles according to John Amos Comenius, who claims that as many senses as possible should be involved in the teaching-learning process (Komenský 1948, 156). Průcha et al. situate the approach in a contemporary context; firstly, the learner needs to use as many senses as possible to discover the specific subject; secondly, this cognition gets deeper until it becomes a part of abstract thinking (2009, 260–261). To function correctly, each teaching aid should be designed in a way that uses more than one sense, followed by another teaching aid or modified activity with the same teaching aid that allows the learner to discover the subject again to deepen the knowledge.

2.3 Criteria for the choice

Because of the vast amount of diverse teaching aids, their proper choice is essential. Therefore, the criteria for selection must be stated and clarified. Skalková defines the crucial factors as the aim of the activity or lesson, the specifics of the given group of learners, and the suitability of the teaching aid for the classroom (2007, 249–250). In addition to these factors, Průcha et al. claim that the specific content also influences the choice (2009, 259). Kalhous and Obst emphasize that the teaching aid should support and fit the aim of the activity it is linked with

(Kalhous and Obst 2002, 341). The sources state criteria for the choice of teaching aids; accordingly, the criteria are relevant for creating teaching aids. Hence, the corresponding criteria that the creation process must fulfill are fitting the aim, the characteristics of the learners, and the classroom. As the specific group will be described later, the other factors should be elaborated.

2.3.1 Aims

As discussed previously, teaching aids should support the learners in achieving the aim; to be able to choose or design the aid, the aim must be known. In the Czech education context, the FEP sets the goals in 3 periods over 9 years of study and is the foundation for more specific School Education Programs (SEP), which are created by each school individually (MŠMT 2023b, 5–6). Petty claims that teachers must first know and set these aims to focus on short-term aims and choose accurate activities (2009, 409–410). Activities must be chosen because they are what each lesson consists of; furthermore, each activity must have a specific aim for what the learners should accomplish (Scrivener 2011, 37). When planning an activity and choosing a teaching aid, the teacher must be guided by the aims stated in SEP and create a specific aim for the specific activity. That implies that the teaching aid must respect the specific aim of the activity.

Both the activity and the teaching aid strongly depend on the aim; accordingly, the aim should be thought through and stated properly. Harmer (2007a, 371) emphasizes that a proper aim is expressed from the student's viewpoint. He also recommends using the acronym SMART (which stands for specific, measurable, achievable, realistic, and timed) as a control for an accurately stated aim (2007a, 371). The SMART criteria for aims were introduced by Doran, who recognized that creating aims is not about perfection but about getting as close to the SMART criteria as possible (1981, 36). Petty admits the difficulty of preparing high-quality aims, yet effective teachers need to focus on it (2009, 412). If the aim of an activity is stated from a student's point of view and is SMART, the teaching aid, hand in hand with the activity, will support the learner to achieve the defined aim, which is one step in achieving the aims stated in SEP.

2.3.2 The classroom

To choose or create a teaching aid suitable for the classroom, what a standard classroom in the Czech Republic looks like must be stated. The FEP considers it necessary for schools to provide safe classrooms with enough space for all students and a place for light physical activities

during classes (MŠMT 2023b, 150–151). Since Decree No 48/2005 Coll (2005, § 5) specifies the maximum number of 24 students for foreign language classes, the teaching aids should be adjustable for up to 24 students in a classroom of size for 24 students or in a place which is available at schools for light activities for the same number of students.

3 Lower secondary learners

The last criterion for the creation of teaching aids that has not been discussed yet is called the characteristics of the learners, who in this thesis are lower secondary learners. The factors that should be considered are the learners' age, experience, knowledge, and psychological development (Skalková 2007, 249–250). This is supported by Průcha et al., who highlight the thinking level of the students (2009, 259). As a result, lower secondary learners are situated in the international and Czech education system to define their age. The level of their language ability with the aimed level is clarified, and the characteristics from a psychological viewpoint need to be presented.

3.1 Age

Firstly, the lower secondary learners must be classified within the international system of education as well as the Czech education system. The International Standard Classification of Education (ISCED) functions as a framework that unifies different education systems internationally (UNESCO Institute for Statistics 2012, 6). According to ISCED, lower secondary education is labeled as ISCED level 2, which follows four to seven years of level 1; therefore, when transferring to level 2, the students are 10 to 13 years old, depending on the specific education system. Level 2 is usually finished after 9 years of studying; however, it can also differ among countries (UNESCO Institute for Statistics 2012, 33–34). If the ISCED is situated in the Czech education system, the Education Act specifies the education organization. It specifies that lower secondary education (level 2 of ISCED) lasts 4 years after 5 years of primary education (level 1 of ISCED) (2004, § 46). The Education Act also sets the age; when a child turns 6, he or she has to start primary education if there is no deferral or earlier admission (2004, § 36). Since the common age for starting primary education is 6, the usual age for entering the lower secondary education is approximately 11. This thesis focuses on lower secondary learners, specifically 7th graders, who are thus commonly at the age of 12.

3.2 Language ability

As the age of the focused group was stated, the language abilities will be considered. The part of FEP focused on foreign languages is based on CEFR, which expresses the levels of language proficiency. According to the FEP, the level at the end of lower secondary education should be A2 (MŠMT 2023b, 17). As demonstrated above, the main categories in CEFR for vocabulary are vocabulary range and vocabulary control. The former defines that the A2 level learner “has sufficient vocabulary to conduct routine everyday transactions involving familiar situations and topics, has sufficient vocabulary for the expression of basic communicative needs, has sufficient vocabulary for coping with simple survival needs” (Council of Europe 2020, 131). The latter requires that the A2 learner “can control a narrow repertoire dealing with concrete, everyday needs” (Council of Europe 2020, 133). These descriptors are considered the targeted level at the end of lower secondary education, corresponding with the requirements stated in the FEP, which, as CEFR, presents final goals (MŠMT 2023b, 28–29). However, the chosen group of students for this thesis is the 7th graders; hence, it can be assumed that they should be on level A1 and getting to A2.

3.3 Adolescent psychological development

Having considered the age and language ability of lower secondary students in the 7th grade, their psychological development needs to be examined. The period from approximately 12 to 20 years of age is called adolescence, and even though some Czech authors distinguish more categories, English terminology uses adolescence for the whole period (Kalhous and Obst 2002, 66). Langmeier and Krejčířová indicate a similar age range; nonetheless, they add that the exact age of the changes that occur in this period is individual for each person and that there is naturally a considerable difference between 12-year-old and 20-year-old adolescents (2006, 143). Since it was stated that 7th graders are usually 12 years old, they are considered adolescents; however, the exact time of the transition to adolescence is individual. That means that 7th graders are at the beginning of these changes characteristic for this period that will be discussed.

The period of adolescence is full of changes. The changes could be divided into biological changes, which are mostly connected with growth spurts and physical, sexual maturation, and psychological and social changes (Čáp and Mareš 2001, 232). Irvin, Wilson, and Horch interconnected the changes by explaining that the prefrontal cortex, which is responsible for

planning, memory, organization, and mood, still evolves in this period (2002, 57). That might be why Langmeier and Krejčířová characterize one of the psychological changes as emotional instability manifested by mood changes and unpredictability (2006, 147). This instability is linked with concentration and tiredness, which may also influence behavior and performance at school (Langmeier and Krejčířová 2006, 147). It is recommended that teachers attract students' attention by including their senses and emotions in the learning process (Irvin, Wilson, and Horch 2002, 59). With the many changes the adolescents go through, their behavior changes, and teachers should respect it and support the adolescents by preparing lessons that include senses and emotions.

Another change occurring during adolescence is the change in thinking. According to Piaget's cognitive development theory, where he distinguishes several stages the learners go through, adolescents enter formal operational thinking, meaning they start thinking abstractly (Williams and Burden 1997, 21–22). So teachers should support abstract thinking by working with abstract concepts which are still connected with learners' personal experience to help the learners with the new way of thinking (Kalhous and Obst 2002, 72). An adolescent learner is also able to think of more solutions to a problem rather than just one. Further, he or she is able to evaluate the created solutions (Langmeier and Krejčířová 2006, 150). Teachers should support adolescent learners by offering abstract thinking and problem-solving activities.

Discovering their own identity is another essential part of adolescents' lives. Adolescent learners actively search for their own identity and all its parts; their self-image is crucial for them because if the self-image is negative, it can have negative consequences, e.g., eating disorders (Langmeier and Krejčířová 2006, 160–161). According to Erikson's stages of development, unless identity is established, role confusion appears (Fontana 2014, 269). Harmer reacts to the search for identity with an appeal to teachers who should give learners tasks at a suitable level to experience success and think independently (2007a, 84). To strengthen adolescents' self-image and support discovering identity, learners should have an opportunity to express their own thoughts and should have the option to accomplish tasks that are at their level of knowledge.

Finally, one of the social changes is the need for peer relationships. Even though adolescents focus on recognizing themselves as individuals, they simultaneously desire to belong (Kalhous and Obst 2002, 72). Čáp and Mareš described this desire as the need for peer relationships, communication, help, and cooperation (2001, 232). That is why a lesson is meaningful for

students when it is part of their identity and their world; however, if anything threatens their identity or peer acceptance, they will not cooperate (Kalhous and Obst 2002, 73). In view of this, activities should also include group work, and the content of the activity should be relatable to the learners' worlds.

4 Teaching vocabulary

Vocabulary can be learned either implicitly or explicitly. Implicit learning, also called incidental, happens naturally by using a context to understand the meaning (Takač 2008, 18). Celce-Murcia, Brinton, and Snow highlight that incidental learning focuses on the use of language, not on individual words; therefore, incidental learning occurs a lot during the reading process (2014, 291). Jin and Webb claim that it happens not only during the reading process but also during listening (2020, 551). On the other hand, explicit or intentional learning is concerned with words and their meanings (Celce-Murcia, Brinton, and Snow 2014, 291). Takač specifically talks about explicit vocabulary teaching, which assures a methodical journey of learning new words (2008, 18). The need for systematic vocabulary teaching is mentioned by Lewis, who supports explicit vocabulary teaching based on a topic that the lexical items have in common (1993, 117–118). Nonetheless, the combination of both is vital for effective vocabulary teaching (Takač 2008, 18–19). As this thesis is concerned with teaching aids used for the development of vocabulary, explicit vocabulary teaching will be dealt with because that is the kind that aims at intentional vocabulary expansion.

4.1 The choice of vocabulary and its sources

Teachers can choose suitable vocabulary to teach from high-frequency words. These words should be taught because they appear frequently in spoken and written language and, therefore, lay the foundation of language (Stahl and Nagy 2006, 98). Nation accentuates that the advantage of such words is their usefulness (2013, 14). More specifically, he provides a strong argument supporting high-frequency words as chosen words for teaching by explaining that without the knowledge of most of these words, learners can comprehend and produce neither spoken nor written language (ibid, 25). That indicates that high-frequency words should be the primary source for choosing accurate words to teach in class.

The high-frequency words can be found in high-frequency word lists, so it is important to note where these lists come from. The fact that teachers have access to such lists is highly thanks to

corpus linguistics (Thornbury 2002, 68). O'Keeffe, McCarthy, and Carter state that “a corpus is a collection of texts, written or spoken, which is stored on a computer” (2007, 1). Modern technology allows the storage and both quantitative and qualitative analysis of language occurrences on a large scale (ibid, 2). Therefore, corpora help teachers immensely as they can approach the frequency as well as the use of words (Folse 2011, 363). Since the magnitude of corpora for teachers has been proven, corpora should be used for the choice of vocabulary to be taught as it shows the frequency and use of words.

Not only does the corpora use influence the choice, but there are other aspects that should be taken into consideration as well. Folse complements the corpus approach since he adds that the aim of a lesson or activity and learners' language level should also be considered (2011, 363). Celce-Murcia, Brinton, and Snow agree with these features of choice, and they add teachers' common sense as one part of the choice process as the teachers know the specifics of the courses they teach (2014, 294). The choice of words is a complex process that includes more aspects that should be acknowledged during the process. The main source for choosing vocabulary in this thesis is the English Vocabulary Profile (EVP) because it is based on corpus research; furthermore, it also distinguishes CEFR levels (EnglishProfile 2015), which is necessary for the aims and learners' level as it was elaborated on in the previous chapters 2.3.1 and 3.

4.2 The number of words

When the vocabulary is chosen, the question of the number of words per one lesson should be researched. This issue is closely linked to the area of memory, which is significant for learning a language, especially remembering vocabulary (Williams and Burden 1997, 16). Learning vocabulary could be perceived as a process of remembering lexical items (Thornbury 2002, 23). Memory is typically divided into short-term, working, and long-term memory (ibid). If a person wants to remember something and use it in the future, they need to integrate the learned item into the long-term memory (Čáp and Mareš 2001, 86). Therefore, the aim of vocabulary learning is to get the lexical items into long-term memory.

The whole process starts with short-term memory, which will be defined. According to Thornbury, short-term memory serves as a holder of elements for only a very short period, such as a few seconds (2002, 23). To be integrable into the long-term memory, there should be seven (plus or minus two) items entering the short-term memory (Fontana 2014, 156). This answers

the central question of this chapter, seven (plus or minus two) lexical items might be introduced during one lesson.

Between the short and long-term memory, there is the working memory. This type of memory keeps the information stored for the duration of the situation the information is needed for (Čáp and Mareš 2001, 86). Even though the length of this type of memory is also within seconds, it is vital for learning and understanding, as it is the interphase in which the learner works with the item or compares it with items from long-term memory before storing it in the long-term memory (Thornbury 2002, 23). Working memory is crucial for learning and understanding new lexical items because, thanks to the comparison of new lexical items with the items already stored, they can be categorized appropriately and stored in long-term memory.

4.3 The process

The process of teaching vocabulary frequently consists of three phases: presentation, practice, and production. Firstly, these three phases are explained. Secondly, three approaches to these stages are introduced and analyzed: the PPP model, the ESA model, and Janíková's 6-phases model, because various authors perceive the process differently.

The first usual step of the process is presentation, which should include a relevant context for the presented lexical item (Harmer 2007a, 64–65). Janíková explains that using context helps with understanding and remembering the words (2005, 99). When presenting a new word, the typical context for the word should be demonstrated.

In Chapter 1.3, it was discussed that knowing a word means knowing its form and meaning; therefore, these two features should be presented. The order in which the form or meaning is presented is at the discretion of the teacher (Takač 2008, 20). Thornbury expresses that both approaches have advantages; beginning the presentation with the meaning supports the wish to discover the form while increasing the chance of remembering the word (2002, 76). Conversely, the form is presented first because learners might independently grasp the meaning from the context (*ibid*, 76). Teachers can choose the sequence of introducing the form and meaning based on their intention and the aim of the activity.

Options for presenting the meaning of words vary, and the selection process depends on several aspects. Presenting a meaning can be done with or without the use of translation (*ibid*, 100). As claimed by Takač, translation can be helpful when the contrast between English and students' first language is essential, e.g., when explaining false friends (2008, 20). When

illustrating meanings without translation, Janíková identifies verbal (description, context-usage, comparison, ...) and non-verbal methods (objects, pictures, gestures, pantomime, ...) (2005, 100). Thornbury gives specific examples of visual aids, which are part of non-verbal method, flashcards, charts, projected materials, and drawings (2002, 79). The selected technique or combination of techniques for meaning demonstration is an essential part of the whole process of teaching vocabulary.

When the lexical item is presented, it shall be practiced. The second stage, practice, is primarily linked to repetition and other reproduction strategies (Harmer 2007a, 64). Celce-Murcia, Brinton, and Snow report that a word is commonly seen or used approximately seven times but might be seen up to twenty times to be learned; still, the scale is relatively wide because of many variables (2014, 291). To meet the words more times, the teacher's responsibility is to offer options for practicing the words; for this reason, Takač reveals regularly presented activities for practicing, such as mechanical repetition, which includes spoken and written repetition, word manipulation, semantic elaboration which concentrates on systematizing words by using pictures or diagrams, tasks for word identification which is concerned with forms of words, and others (2008, 21–22). The form and meaning should be included in the practice stage; when possible, the learners should practice the vocabulary in phrases and sentences that provide context for the words (Janíková 2005, 105–106). In the practice phase, students should be given many opportunities by teachers to meet and practice the chosen lexical items, as repetition is central in this phase.

After presenting and practicing the words, it is time for the production of the learned vocabulary. The production stage can be perceived as 'immediate creativity' because learners are supposed to apply learned items to their own situations and sentences (Harmer 2007a, 66). Thornbury differentiates production activities into completion and creation; the completion tasks require only filling in; in comparison, in the creation tasks, learners not only choose the right word but also create the context for it (2002, 100). The final stage of the process is production, where the emphasis should be placed on the learner's use of the learned items.

4.3.1 PPP model

PPP model stands for presentation, practice, and production. This model typically suggests that the process should happen in this sequence (Byrne 1976, 32). Lewis criticizes the model for contradicting the character of language and learning (1993, 190). Harmer states that due to the criticism the model received, Byrne (1986, cited in Harmer 2007, 66) offered a new

modification; he combined the phrases into a circular model, which enabled entering the process at any phase. That means that the PPP stages do not have to be used in one strict order. The circular model ends the need to start from the presentation but keeps the three stages alternating one after another.

4.3.2 ESA model

The PPP model is not the only model for teaching. A principled eclecticism combines the best of numerous methods to create a structure of crucial elements for successful teaching; Harmer defines these characteristics as engage, study, and activate (ESA) (Harmer 2007b, 51). Emotionally engaging students with the topic is the first feature, studying explicitly or implicitly is meant by the second feature, and using the language in communication stands for activating, the third feature (Harmer 2007a, 66–67). These three elements occur in different orders; straight arrows are the order in which the model was introduced – engage, study, activate – which corresponds to the PPP model; however, the stages can be sequenced in many different ways to fit the aim and to support motivation and interest by changing activity's or lesson's structure (Harmer 2007b, 54–56). Harmer delineates the boomerang sequence as EASA and the patchwork sequence as EAASASEA (Harmer 2007b, 55–56). It is beneficial when the routines in teaching change (Takač 2008, 23). The PPP model resembles the ESA model, and the sequence of the ESA model can be changed to support the motivation and the aim based on the teacher's decision. It can be assumed that the ESA model allows more combinations than the circular model. This thesis will work with the terminology of the PPP model, presentation, practice, and production, applying the ESA rule of changing the order to suit the aim and increase enthusiasm.

4.3.3 6-phase model

Even though three stages prevail in a model of teaching, Janíková distinguishes six parts of the process: presentation, semantization, consolidation, repetition, application, and verification (2005, 98). In Janíková's vocabulary teaching system, the second stage is semantization (2005, 98). However, it could be included in the presentation category because semantization is the process of understanding the meaning(s) of the word and its comparison with already known vocabulary, which can be very helpful for learning the meaning (Janíková 2005, 100–102). The need for repetition is remarked in Janíková's stages of consolidation and repetition because she highlights that the more the learner meets and uses the word in phrases and sentences, the higher the chance the word becomes automatic for the learner (2005, 105–106). These two

stages correspond to the practice phase. One aspect that the previous models did not consider is the long-term repetition and revision of the learned vocabulary; Janíková includes this in her phase of repetition (2005, 106). Byrne's phase of production (1976, 59) is almost identical to Janíková phase of application, which is specified as the use of words in communication (2005, 98). The last part of this model, the verification of learned vocabulary, is not part of the previous models (ibid). This model works with six phases but most of them fit into the three main categories: presentation, practice, and production.

Conclusion of the theoretical part

The theoretical part of this thesis researched the main topic of this thesis, material teaching aids for the development of vocabulary in English language teaching. After defining vocabulary within the communicative language competence, the enormous significance of vocabulary in communication was established. Then, vocabulary was defined regarding lexis, and what is meant by vocabulary in this thesis was explained. The two main aspects of vocabulary, meaning and form, were comprehensively researched with detailed definitions of false friends and collocations for the purpose of the practical part. The final part of the vocabulary chapter focused on vocabulary size, specifically receptive and productive knowledge. From this part of the thesis, it could be assumed that meaning lies at the center of vocabulary, and vocabulary stands at the center of communication.

In the following part, teaching aids were characterized, and their motivational function was set with emphasis on a multi-sensory approach. The criteria for choice or creation of teaching aids brought three main sub-topics: aims, the classroom, and characteristics of the learners. The learners were characterized as lower secondary learners and were looked at from the viewpoint of age, language ability, and psychological development.

The final part concentrated on teaching vocabulary. The reason for the focus on explicit teaching was developed, followed by the reasons for choosing the proper vocabulary to teach. When the words are chosen, their amount is decided on, which was clarified in the following part, highlighting the seven (plus or minus two) rule. Finally, yet importantly, the process of teaching vocabulary was introduced; presentation, practice, and production were specified, followed by a comparison of three models. The conclusion reached was that the PPP stages could be combined in different sequences to suit lessons and activities.

Practical part

The practical part of this thesis consists of 3 main chapters. Chapter 5 specifies the type of research conducted in this thesis, and the second part of this chapter justifies the choice of SEP used for the purpose of creating teaching aids. In the sixth chapter, the criteria on which the teaching aids are based are introduced systematically to allow precise analysis of the created teaching aids. Chapter 7 is split into four subchapters as four teaching aids are analyzed; each subchapter thoroughly examines and evaluates one specific teaching aid based on the criteria named in Chapter 6.

The aim of this practical part is to create and analyze four functional teaching aids for the development of vocabulary in English language teaching for lower secondary learners, specifically 7th graders. The aids are created based on criteria derived from the theoretical part. Various ways of using the aids will be described and explained in accordance with the criteria.

The word ‘learner’ is sometimes replaced by a gender-neutral pronoun ‘they’.

5 Context

5.1 Design-based research

The type of research conducted in this thesis is constructional research or design-based research. These terms need to be clarified. Easterday, Lewis, and Gerber (2014, 319) use the term design-based research, which they define “as a process that integrates design and scientific methods to allow researchers to generate useful products and effective theory for solving individual and collective problems of education.” On the other hand, Ellederová mentions that this kind of research has been labeled with many different terms; however, she sides with the term constructional research in education, whose focal point is the creation or modification of new products for efficiency improvement of the education process (2017, 421–422). Even with the disunion of terminology, constructional research is characterized very similarly to design-based research, which is the term that is used in this thesis.

Design-based research involves three main stages: analysis and exploration, design and construction, and evaluation and reflection. The first stage, analysis and exploration, is concerned with the definition of a problem and its detailed exploration (McKenney, Susan, and Thomas C. Reeves 2012, 85). This part of the research was done in the theoretical part. In the

second stage, design and construction, the researcher designs and constructs the final products (Easterday, Lewis, and Gerber 2014, 320). The outputs of this process, the teaching aids, are described in Chapter 7. In the third stage, evaluation and reflection, the final products are tested, and the test results are evaluated (McKenney, Susan, and Thomas C. Reeves 2012, 133). The method used for this stage in this thesis is the method of checklists, as described by McKenney, Susan, and Thomas C. Reeves (2012, 148). The checklists are used for the identification of characteristics (ibid). This stage is carried out by analyzing the teaching aids through the sets of criteria.

5.2 School Education Program

In the theoretical part, it was stated that each school prepares its own SEP, which is rooted in FEP. The SEP stipulates long-term aims teachers should follow, and consequently, they should derive short-term aims for lessons, activities, and teaching aids from them. For the purposes of this practical part, a School Education Program of a particular elementary school in the Pardubice region was chosen. The statutory authority of this school is the Municipality of Pardubice, and it offers primary and lower secondary education (Základní škola Pardubice, Benešovo náměstí 590 2023, 3–4). Schools can be established by public or private statutory authorities; if the school is established by the municipality, it is a public school (MŠMT 2023a). Compulsory education is divided into primary and lower secondary education, consisting of 9 grades (The Education Act 2004, § 46). The SEP of this school is used because it is a typical public school in the Pardubice region.

The learners that are in the focal point of this thesis are lower secondary learners in the 7th grade. For each grade, the SEP defines long-term goals in several categories (Základní škola Pardubice, Benešovo náměstí 590 2023, 81–82). However, for the intention of creating teaching aids for the development of vocabulary, two thematic areas are chosen since it was stated in Chapter 1.4 that taught vocabulary should relate to one concept or a topic. According to the SEP, the selected topics, feelings and moods, and traveling, should be covered in the 7th grade (ibid, 81–82). The teaching aids analyzed in Chapter 7 are designed specifically for these two topics because they should be suitable for 7th graders, which this thesis focuses on. Yet, the mechanisms can be adjusted for a broader range of topics.

6 Criteria

The following criteria were derived from the theoretical part for the purposes of the practical part of this thesis. Accordingly, each teaching aid should fulfill the following criteria, which guarantee the accuracy of the teaching aids. The criteria are divided into three groups: the selected topic and vocabulary, the process, and other specific requirements for teaching aids. Each group is further specified into individual criteria to make the explanations of teaching aids as transparent as possible. The criteria are arranged in a way that allows a step-by-step analysis that, in the end, clearly illustrates various usages of the teaching aid.

A. The selected topic and vocabulary

- 1 The selected vocabulary meets the A2 level in EVP.
- 2 The selected topic and set aims are based on SEP for 7th graders.
- 3 The teaching aid operates with seven (plus or minus two) lexical items.
- 4 The teaching aid works with concrete and abstract concepts.
- 5 The taught vocabulary consists of words of different categories (nouns, verbs, adjectives, adverbs, connectors, determiners, or other groups) related to one meaning or concept, including single words and multi-word terms.
- 6 The teaching aid focuses on at least one aspect of each category of knowing a word from the list below:
 - a. Form
 - i. Written form
 - ii. Spoken form
 - b. Meaning
 - i. Core meaning
 - ii. Collocations or other multi-word terms the word is included in taught as one unit
 - iii. Antonyms
 - iv. False friends
 - v. Personal connections of the learner with the word

B. The process

- 1 The teaching aid can be modified and used in all stages of teaching vocabulary:
 - a. Presentation
 - i. Presentation includes the appropriate context of the lexical item.

- ii. The form and meaning are introduced in arbitrary order.
 - b. Practice
 - i. Practice offers opportunities for repetition.
 - ii. Both form and meaning are practiced, if possible, in context.
 - c. Production
 - i. The learner uses the word(s) productively.
 - ii. The aid is used in completion or creation tasks.
- 2 The teaching aid can be used in various sequences of the stages.
- 3 Translation is used if the differences between the languages are relevant.
- C. Other specific requirements for teaching aids
 - 1 The teaching aid involves at least 2 senses.
 - 2 The teaching aid provides space for learners' thoughts.
 - 3 The teaching aid is adjustable for individual, pair, and group work.

7 Teaching aids

The following four teaching aids were created and are analyzed based on the criteria in the previous chapter. The process is the same with all teaching aids. Firstly, the appearance of the teaching aid is described, along with the tools used for its creation. Secondly, the teaching aid is examined based on the criteria, and the level of fulfillment of each criterion is explained. In some cases, modifications or possible connections of more teaching aids are indicated. It is important to note that General American English is used for the choice of vocabulary.

In the process of production of each teaching aid (TA), firstly, the lexical items were chosen. Secondly, the TA system was designed, and based on the system, other necessary vocabulary or context was acquired. Thirdly, the TA was produced. The digital tools used to produce the design of TAs are Canva (www.canva.com) and Microsoft PowerPoint. The materials used for the TA production are laminated paper, wood, and Velcro stickers. The reason for the usage of Velcro stickers for all TAs is the significant number of possible modifications; the laminated cards are not glued to the wood, and they can be easily replaced by different vocabulary thanks to the Velcro stickers. Accordingly, the TA systems can be conveniently transformed for the use of different vocabulary. Fourthly, the final versions of the TAs were visually documented.

In the analysis, the criteria are referred to according to the letters and numbers in Chapter 6; for example, criterion A6ai refers to set A, the sixth criterion, form, specifically the written one. If the fulfillment of a criterion is evident from the context, the criterion is stated in brackets.

7.1 Teaching aid 1

TA 1 consists of the TA 1 board, cards, keys, and sentence cards (see appendix A). The TA 1 board is divided into two columns, and each column includes a red field for the English written form of a word, a yellow field for the phonetic transcription of the English word, a green field for the Czech equivalent, and a blue field for a picture representing the meaning of the word. Therefore, these categories are illustrated on the cards. For each set of cards, there is a key. Finally, on one side of each sentence card, there are two sentences with a blank space for a word to be filled in; on the other side of the card, there are words to be chosen if a learner wants a clue.

This TA focuses on false friends. Therefore, the selected vocabulary consists of eight words (A3): apartment, suite, check, control, pasta, paste, receipt, and recipe, which form pairs of false friends. The sources used for the choice of vocabulary were ‘Zrádná slova v angličtině’ (Hladký 1990) and EVP, where the level of the words was checked. One word from each pair corresponds to the level A2 in EVP (A1), but the second word does not correspond to the A2 level. These words are included because they are the second half of the false friends pairs. Most of the chosen words are nouns; however, two verbs are included to meet the A5 criterion. All words are linked to one topic (A5), traveling, which is a topic for the seventh graders in SEP (A2). Nevertheless, criterion A5 is not fully met because there are no multi-word terms. These were omitted as no A2 multi-word false friends were found. The sources of the sentences on the cards are EVP and Cambridge Dictionary online (Cambridge University Press and Assessment 2024).

The prevalence of concrete lexical items is apparent, but the verb ‘control’ can still be considered an abstract one, which means criterion A4 is met. The teaching aid works with word forms, specifically the written (A6ai) and spoken form (A6aii). Regarding the meaning, it is targeted primarily at false friends (A6biv); simultaneously, it includes the core meanings of the words (A6bi) so that false friends can be distinguished.

The TA 1 is unsuitable for presentation, the criterion B1a is not satisfied. To provide a satisfactory presentation of the vocabulary, additional sources might be used, such as videos,

stories, or articles. On the other hand, this TA offers several ways for the practice stage. Three activities for which this TA might be used are presented in this thesis.

7.1.1 Options for practice

The aim of activity 1: By the end of this activity, the learner will have been able to distinguish between false friends based on their English written form, phonetic transcript, Czech equivalent, and picture illustrating their meaning correctly; based on the phonetic transcript, the learner will have been able to pronounce them correctly.

The learner receives a set of eight cards, a TA 1 board, and a corresponding key. The key is fastened to the back of the TA 1 board. The learner distinguishes the pair of false friends by putting the cards in the correct fields. One false friend is put into one column, the other one into the second column. When finished, the learner checks his answers with the key, corrects himself or herself, and pronounces the words. Checking the spoken form happens with a teacher or an online dictionary if it is available. Then, the learner continues with the following set of false friends.

This activity can be done as individual work or as pair work in which the learners could discuss the right solution together (C3). This activity is based on repetition (B1bi) because the learners encounter the word several times to complete the task. Simultaneously, both the form and the meaning are practiced (B1bii). This TA operates with Czech equivalents (B3) because the differences between English and Czech are crucial when learning false friends.

Activity 2 is similar to the previous one and has the same aim. For that reason, only dissimilarities are mentioned. The learner manipulates all false friends at the same time and groups them. Engaging all 32 cards, this activity can be modified for individual, pair, and group work (C3). The learner does not necessarily need to work with all false friends; they might choose to work with only part of them and gradually get to all of them.

The aim of activity 3 is the same as the aim of activity 1, although the grouping happens differently. This activity is inspired by the game Quartets, in which all cards are distributed equally to at least three learners. Therefore, this activity is designated for group work (C3). The learners hold the cards so that other learners cannot see them. Their task is to collect quartets and lay them out on the table. The quartets are acquired by asking other learners if they have the wanted card. If the asked learner possesses the requested card, the asking player receives it; if not, it is the asked learner's turn to ask.

7.1.2 Options for production

In the production stage, three variations of the use of TA 1 are suggested. The aim of the first one is stated as follows: By the end of this activity, the learner will have been able to choose the correct written form of four pairs of false friends based on its meaning relevant to the given context in a sentence.

The learner chooses one sentence card with two sentences with blank spaces; on the back of the card, the learner reads which pair of false friends the card is intended for. Then, they fill in the sentences. The second variation differs in only one detail: the learner does not look at the back of the card and chooses from all four pairs of false friends. The third variety's principle is the same; however, the written form is not filled in, but there is the phonetic transcript or the visual representation of the word. All three options are used in individual or pair work (C3). The criteria of production (B1ci and B1cii) are fully met as the words are used productively in completion tasks (see appendix B).

The activities can be diversely combined into versatile sequences (B2). Regarding other requirements for the TA, three senses are included, sight, touch, and hearing if the learner checks the pronunciation with the teacher or online dictionary and pronounces the word (C1). The C2 criterion could be included if the learners draw their own pictures to express the meanings or if the activities are followed up with discussion aiming at learners' thoughts about the learned vocabulary.

7.2 Teaching aid 2

TA 2 comprises the TA 2 board, counters, cards, and stands (see appendix C). The board has Velcro stickers in a specific layout, and the primary setting of the TA includes the three biggest counters located on the board. Counters can be divided into three types, the biggest one with main words, the smaller rectangular ones with collocations, and the circular ones with pictures. Cards are in three sets based on their levels, level 1, 2, and 3. Level 1 cards have a picture on one side and a phrase on the other. Level 2 cards have a sentence with missing space on one side and a phrase on the other. Level 3 cards are one-sided and include a phrase with two points linked to the phrases below. Finally, stands can be used to hold the cards.

TA 2 might be used separately or as a continuation of TA 1 because three words from the previous TA play the central role in this one: apartment, receipt, and pasta. This TA develops the knowledge of collocations. The primary source for collocations of the chosen words was

the Oxford Collocations Dictionary for Students of English (Oxford University Press 2009), and for checking the level of English, EVP was used, and it confirmed that all the collocations used in this TA are A2 level (A1). The sentences on cards were modified from the text generated by ChatGPT-3.5 (OpenAI, March 4, 2024. <https://chat.openai.com/share/6168949e-6001-4f9b-8769-7f9963ba03b1>).

Supposing the three main lexical items were learned in the previous activity, seven new items are introduced with this TA (A3): pasta salad, pasta bowl, paper receipt, Could I have a receipt for that, please?, large apartment, rent an apartment, comfortable apartment. Within this TA, criterion A5 is fully met as the chosen vocabulary encompasses nouns, adjectives, verbs, and multi-word terms, which can all be associated with traveling (A2). Although most of the items are concrete, the adjective comfortable is an abstract adjective that matches the A4 criterion. When the categories of knowing a word are considered, this teaching aid covers both written (A6ai) and spoken form (A6aii) and collocations (A6bii); other aspects are also included but not primarily.

As in the case of TA 1, presentation by the usage of TA 2 is not convenient because the context would be missing. Two activities for the practice stage and three varieties for the production stage are demonstrated.

7.2.1 Options for practice

The aim of activity 1: By the end of this activity, the learner will have been able to choose the correct collocations to given words in their written form and will be able to understand the meanings correctly.

The setting of the TA 2 board is prepared with the biggest counters, and the learner receives the rectangular counters, which they match and put next to the bigger counters to create collocations. The position of the smaller counters depends on the position of the collocates. If 'pasta' is the main word and the learner adds 'salad', which follows the word pasta, it is put next to 'pasta' on the right. When this phase is finished, the learner receives circular counters with pictures that illustrate the whole collocations; they match them with the collocations and pronounce them, which might also serve as a checking instrument. The learners also have the opportunity to create their own personal connections with the collocations (A6bv) because blank circular counters are available for their drawings or descriptions.

The repetition aspect is incorporated as the learner meets the collocations several times (B1bi), and the form and meaning are practiced (B1bii) throughout the activity. Typically, this activity is used in individual work or pair work. It may also be used for group work where the group of learners could discuss correct answers together (C3).

The aim of activity 2: By the end of this activity, the learner will have been able to identify collocations based on pictures and pronounce them correctly.

Level 1 cards and, optionally, the stands are needed for this activity. The learner takes one card, and based on the picture, the learner pronounces the collocation the picture represents. Then, they check the correct answer on the other side of the card and continue with the following card. The learner might also write the word to practice the written form. This activity might be interrelated with the previous activity, as the TA 2 board is kept in front of the learner as a support.

Thanks to this activity, the repetition of the form and meaning occurs (B1bi and ii), which is the purpose of the practice stage. This activity is mainly intended for individual work. However, it could be modified for pair work if the learners were opposite each other. One of them would say the collocation and the other would check the correct answer on the other side of the cards. In case of a wrong answer, the first learner could help the other learner find the correct answer (C3).

7.2.2 Options for production

The aim of activity 1: By the end of this activity, the learner will have been able to choose the correct written forms of collocations based on their meaning relevant for the given context and pronounce them correctly.

The learner takes level 2 cards, and after reading a sentence, the learner decides which collocation fits in, reads it out loud, and checks with the back of the cards. This activity can be combined with the TA 2 board as a clue; this decision is up to the learner. The production lies in completing the sentence in a completion task (B1ci and ii) that meets the production criteria. This option is designed for individual work (C3).

The aims of activities 2 and 3: By the end of this activity, the learner will have been able to correctly describe the meaning of collocations.

Two learners or two groups of learners are opposite each other; one of them takes one level 3 card and describes one of the collocations written on the top of the card without using the actual collocation with the help of two phrases below the collocation which should help the learner with producing the proper context for the description. The opposite learner or team tries to guess the collocation. The third option for production is a modification of this activity where level 1 cards are used; thereby, the describing student does not have the supporting words but describes the collocation with his own ideas. Both activities might be done in spoken or written form (see appendix D).

In comparison with the previous activity, these two activities are meant for pair or group work (C3), and productivity is guaranteed with the creation task, in which the learner produces his sentences for the description (B1ci and ii).

All the variations regarding TA 2 can be applied in diverse sequences (B2). The employed senses are sight, touch, and hearing (C1). Encouragement for learners' thoughts is mainly included in options 2 and 3 for production, where the learner might draw on their own experience (C2).

7.3 Teaching aid 3

The TA 3 set is composed of two boards. The key serves as a component of one activity, not only as a key, small pictures, blank cards, and a marker (see appendix E). TA 3 board 1 has three parts, the first column is comprised of pictures expressing the meanings of the chosen vocabulary, the second column is a story divided into pieces which are on Velcro stickers, and the third column includes blank cards. TA 3 board 2 is covered by Velcro stickers. The key is the same story, which is on board 1, but the chosen vocabulary is highlighted on the key. Finally, small pictures on Velcro stickers are of various kinds. The source for the story, which plays a significant role in this TA, must be mentioned; the story was modified from a text generated by ChatGPT-3.5 (OpenAI, March 4, 2024. <https://chat.openai.com/share/38948a12-2b3b-4081-bab5-5fa55ab6e1d7>).

The topic this TA focuses on is feelings and moods (A2), explicitly: surprised, feel better, cannot wait, would love to do something, lazy, and upset; which are six lexical items (A3). They are all A2 level lexical items (A1), which were checked in EVP. They are of different categories, including single and multi-word terms. Therefore, the A5 criterion is fully met as they are all linked to feelings and moods. The criterion A4 is only partly met because the main

topic is feelings and emotions, which is abstract, therefore, the vocabulary is also abstract. Concerning the form and meaning, this TA deals chiefly with the written form and the core meaning of the selected vocabulary (A6ai and bi). This TA can be applied for all three stages of the process (B1) in numerous orders (B2). One option for presentation, three varieties for practice, and two for production are presented.

7.3.1 Option for presentation

The aim of this activity: By the end of this activity, the learner will have been able to induce the meanings of six lexical items related to feelings and moods in a written text.

The learner reads the story, which is written on the TA 3 board 1 or on the key card where the words are underlined. The chosen vocabulary is included in the story, which implies that the needed context for presentation is present (B1ai). The reader can see the written form of the words and might infer the meanings of the text (B1aii). Individual work is applied in the presentation (C3).

7.3.2 Options for practice

The aim of activity 1: By the end of this activity, the learner will have been able to understand the meanings of six lexical items related to feelings and moods by replacing the words in a story with pictures representing their meanings.

The learner takes TA 3 board 1 and the key with the underlined vocabulary; the key serves as support because the learner knows which words are to be replaced on TA 3 board 1. The task is to replace the words with pictures, which are on the left side of the board. This option focuses on repetition (B1bi) of the meaning, not the form, in the context; the B1bii is only partly met. This version can be done as individual, pair, or small group work (C3).

The aim of activity 2: By the end of this activity, the learner will have been able to correctly write six lexical items based on the pictures illustrating their meaning and the context in which they are set.

After finishing the previous activity, the words taken out from the story can be kept on the desk as a clue or can be hidden if the learner wants to try this activity without the printed words. The task is to replace the pictures with the words, but in this option, the learner writes the words on blank cards, which are situated on the right side of TA 3 board 1. When finished, the learners might check their solution with the key or the hidden words. Hence, repetition (B1bi) of the

written form and the meaning (B1bii) takes place. If the spoken form should be included, the story could be read out loud to other classmates optionally. This activity is principally meant for individual work or pair work (C3).

The aim of activity 3: By the end of this activity, the learner will have been able to understand the separate phrases and sentences correctly to arrange them into a story.

The key is stuck to the back of TA 3 board 1; the parts of the story are taken from the board and placed next to the board. The task is to put the parts of the story back so that the story is meaningful; the key might serve as a tool for checking. However, the story might be assembled in different ways. Therefore, a discussion about several versions of the story might follow. As with the previous activities, this one also provides repetition opportunities (B1bi), focusing mainly on the meaning in context (B1bii). It can be organized for all types of work (C3).

7.3.3 Options for production

The aim of activities 1 and 2: By the end of this activity, the learner will have been able to create a story or separate sentences by correctly using lexical items related to feelings and moods with the support of pictures, which help with the context for the story or sentences.

The student creates (B1ci) their own story or a few sentences by using the TA 3 board 2, small pictures, blank cards, and a marker. As this is a creation task (B1cii), the learner can adjust the board and pictures, and they can write any needed words on the blank cards. After creating the story, the students share their stories or sentences which can be followed up with a discussion or feedback (see appendix F). The stories can be created individually, in pairs, or groups (C3).

The C2 criterion is mainly developed in the production stage, where the learners can make the stories personal. If the activity is done in groups or pairs, there is space for discussions over the stories. Finally, the addressed senses are sight, touch, and hearing (C1).

7.4 Teaching aid 4

TA 4 consists of dice, clues, and cards (see appendix G). Each dice is divided into two parts; one part includes a picture, and the other one is a written word. The clues show the correct solution of the whole set of chosen vocabulary, which means the words with their corresponding pictures illustrating their meanings. The combinations on the dice vary because this TA is inspired by the domino game. Each card is divided into halves, each half illustrating a context or specific situations, and there is a box in the middle of each card.

This TA aims at eight (A3) words: happy, unhappy, cry, laugh, noisy, quiet, angry, and calm, which surround the topic: feelings and moods. The topics comply with SEP for 7th graders (A2). Their level was verified in EVP (A1). The only partly met criteria are A4 because of the prevalence of abstract concepts and A5 because of the lack of multi-word terms. The reason for not including the multi-word terms is the focus on antonyms, which were not found for the A2 level, nor the concept of feelings and emotions. The written (A6ai) and spoken (A6aii) forms, the core meaning (A6bi), and antonyms (A6biii) are covered by this TA. The source for antonyms was Merriam-Webster Thesaurus online; EVP was utilized to verify the level of antonyms.

TA 4 is inappropriate for the presentation stage (B1a) because the context would be missing. In spite of that, two options for practice and one for production are introduced.

7.4.1 Options for practice

The aim of activity 1: By the end of this activity, the learner will have been able to understand the meanings of eight chosen words related to feelings and moods and pronounce them correctly.

The learner or learners are supposed to match the written form of a word with its meaning expressed by a picture by placing one half of one dice next to the other corresponding half of a different dice. Therefore, a specific formation is created; it is the learners' choice of what the formation looks like. When connecting these two, the learner should pronounce it correctly, which they can check by clicking on the word on an interactive board and imitating its pronunciation (see appendix H). The process of matching can happen individually or in pairs or groups. In groups, the learners divide the dice equally and then take turns, as in the domino game (C3). The learners can use the clues to check themselves or each other in a group. This provides a rich opportunity for repetition of the meaning and form (B1bi and ii).

The second option is based on the same principle with the difference of matching antonyms. Therefore, the aim of activity 2 is that by the end of this activity, the learner will have been able to identify and understand antonyms related to feelings and moods by matching them correctly and to pronounce them correctly. The meaning and form are repeated several times, especially if this activity follows the previous one (B1bi and ii).

7.4.2 Option for production

The aim of this activity: By the end of this activity, the learner will have been able to create a sentence or sentences with the chosen words related to feelings and moods in the context given by pictures in the written or spoken form.

The dice and the cards are needed for this activity. The learner chooses one card and one dice; they can choose randomly or based on their preferences. The dice is placed into the intended field in the middle of the card. This creates two separate fields which can be used. After that, the learner chooses one field, which gives them pictures and one word from the chosen vocabulary to work with. The following steps differ as there might be various instructions. The learner's task might be to create (B1ci and ii) a written sentence including the word from the dice discussing the situation on the card; the sentence might be in spoken form, or the combination of both might appear if the learners share their sentences after finishing writing. The instructions could be extended into a story instead of a sentence. The extensions might also be applied to the card, which means that the learner should use both parts of the card and both words from the dice. All modifications mentioned can be done individually, in pairs, or in groups (C3) (see appendix I).

The options of the stages might be mixed into arrangements that suit lessons freely (B2). As with the previous TAs, the developed senses are sight, touch, and hearing (C1). The space for learners' thoughts is given in the production part because the learners might use their thoughts in their stories or in group discussions when creating the story (C2).

Conclusion of the practical part

This practical part aimed at creating and analyzing four teaching aids for the development of vocabulary in English language teaching for lower secondary learners. To achieve this, design-based research and SEP were described. The criteria, which were based on the theoretical part, were divided into several categories and labeled for clarity in the analysis of the teaching aids. Four teaching aids were created, introduced, and analyzed to verify whether they met the set criteria.

The proposed teaching aids fulfill most of the criteria and are considered functional and fulfilling the aim of the practical part. However, some problems were identified during the construction and analysis of the teaching aids. The biggest problem was the stage of

presentation; only TA 3 was usable for the presentation stage because of the context that it provided for the vocabulary. For TAs 1, 2, and 4, it was suggested that the presentation should be done differently without using the particular TA. The final assumption regarding the use of TAs and the presentation stage is that it is challenging to design a teaching aid that could be functionally used in the presentation stage. It is better to use other sources that provide context for this stage. Thus, criterion B1, which states that a TA can be modified for all stages of teaching vocabulary, should be adjusted to as many stages as possible.

The second problem that was encountered was during the choice of vocabulary. When selecting false friends for TA 1, the criteria A1, A4, and A5 could not be fully met, only partly. It is not always possible to teach vocabulary within one level of English; however, the level should prevail. Some topics tend to include more concrete or more abstract vocabulary, and some aspects of the meaning tend to be either single words or multi-word terms. Hence, it was assumed that occasional partial fulfillment of the criteria is necessary.

When most of the criteria are met, the TA serves functionally and meets the aim set in the practical part. This goal was successfully achieved in this practical part. Some extra positive conclusions were reached, such as the fact that the TAs can be linked and follow each other with the considerable number of modifications that each TA offers. The usefulness of Velcro stickers is appreciated as it was realized that thanks to that, the TAs can be modified for an infinite number of words.

Conclusion

This thesis aimed to research material teaching aids for the development of vocabulary in English language teaching, specifically for lower secondary learners. This thesis was divided into two parts, theoretical and practical. The aim of the theoretical part was to research the topic of this thesis in such a detail that it would accurately serve the practical part. This was achieved by covering four main subtopics: vocabulary, teaching aids, lower secondary learners, and teaching vocabulary.

The theoretical part was transformed into the practical part in the form of criteria. These were derived from the theoretical part for the purposes of the analysis of the teaching aids in the practical part. Thanks to that, the analysis of the teaching aids was in accordance with the theoretical part. Therefore, the aim of the practical part was to create and analyze four functional teaching aids for the development of vocabulary in English language teaching for lower secondary learners, specifically 7th graders, based on the criteria. The analysis showed that the criteria were mostly met by all the teaching aids; therefore, the aim of the practical part was also considered to be achieved.

The identified problems were related to the criteria that were not fully met, and it was concluded that it was not always possible to meet all the criteria fully, only partly. The partial agreement with the criteria was found justifiable and appropriate and did not influence the quality of the teaching aids.

On the other hand, during the analysis process, the multiple uses of each teaching aid were considered to be an advantage of each teaching aid; moreover, they could be used in various sequences. The system of each teaching aid could be used for many sets of vocabulary as all words are stuck by special stickers, which can be easily replaced.

The theoretical part offered a detailed viewpoint on material teaching aids for the development of vocabulary in English language teaching for lower secondary learners, which was reflected in the practical part by the construction and analysis of four teaching aids. Therefore, the aim of this thesis was successfully fulfilled.

Resumé

Tato práce se zabývá materiálními didaktickými prostředky pro rozvoj slovní zásoby ve výuce anglického jazyka pro žáky druhého stupně základní školy. Skládá se z úvodu, teoretické části, praktické části a závěru. Teoretická část přináší potřebnou teoretickou základnu v podobě podrobného výzkumu slovní zásoby, materiálních didaktických prostředků, charakteristik žáků druhého stupně základních škol a výuky slovní zásoby tak, aby bylo téma práce dostatečně popsáno a prozkoumáno. Praktická část na základně kritérií vytvořených z teoretické části popisuje a analyzuje čtyři vytvořené učební pomůcky určené pro rozvoj slovní zásoby ve výuce anglického jazyka pro žáky druhého stupně základní školy.

První kapitola teoretické části zařazuje slovní zásobu do hlavního cíle výuky anglického jazyka, tedy do rozvoje komunikativní kompetence. Následně je slovní zásoba definována a je vysvětleno, jak je pracováno s lexikálním přístupem. Forma a význam slova jsou uvedeny jako dva základní aspekty znalosti slova, na což se váže definice kolokací, „falešných přátel“ a antonym jako specifických aspektů významu, které jsou relevantní pro praktickou část. Závěr této kapitoly je věnován velikosti slovní zásoby, tedy aktivní a pasivní slovní zásobě.

Druhá kapitola zkoumá učební pomůcky, které jsou vymezeny v rámci celého systému didaktických prostředků jako součást materiálních didaktických prostředků. Rolí a funkcí učebních pomůcek je podpora učebního procesu. Ta je rozebrána a propojena s důležitostí principu názornosti. Hlavními kritérii pro výběr pomůcek, která jsou považována také za kritéria pro tvorbu pomůcek, jsou cíle aktivit, charakteristiky žáků a třída. Tato tři kritéria jsou podrobně popsána.

Jelikož specifika vybrané skupiny žáků jsou rozsáhlým tématem, je jim věnována celá třetí kapitola. Vybranou skupinou jsou žáci druhého stupně základních škol, kteří jsou popsáni z pohledu věku, jazykové znalosti a psychologického vývoje. Aby bylo možné specifikovat věk žáků, musela být vybrána konkrétní třída. Tou byla zvolena sedmá třída druhého stupně základních škol, a proto je nejčastější věk žáků dvanáct let. Po rozboru školního vzdělávacího programu, který v rámci výuky cizích jazyků vychází ze Společného evropského referenčního rámce pro jazyky, bylo vyvozeno, že žáci sedmých tříd by měli být na úrovni A1 a měli by se postupně dostávat na úroveň A2. Poslední částí specifik této skupiny žáků je jejich psychologický rozvoj. Žáci ve věku dvanáct let vstupují do fáze, která je z psychologického pohledu nazývána adolescence, a proto je podrobně zkoumána v této kapitole.

Čtvrtá kapitola rozebírá výuku slovní zásoby a soustředí se na explicitní výuku, protože tématem této práce jsou učební pomůcky pro rozvoj slovní zásoby. První podkapitolou je výběr slovní zásoby a jejího zdroje. Kapitola pokračuje tématem stanovení počtu nových slov, které mohou být uvedeny během jedné lekce nebo aktivity. Další část představuje proces výuky slovní zásoby a jeho fáze, kterými jsou: prezentace, procvičování a produkce. Poté tato kapitola porovnává a analyzuje, jak s fázemi pracují různé modely, konkrétně PPP model, ESA model a šestifázový model Janíkové.

Praktická část začíná s definováním cíle praktické části, kterým je vytvoření a analýza čtyř učebních pomůcek pro rozvoj slovní zásoby ve výuce anglického jazyka pro žáky druhé stupně základních škol, konkrétně žáky sedmé třídy. Po specifikaci cíle práce popisuje kontext pro praktickou část. To znamená typ výzkumu, kterým je v této práci konstrukční neboli design-based výzkum. Dále jsou uvedena specifika školního vzdělávacího programu použitého pro tuto bakalářskou práci, ze kterého jsou vybrána dvě témata odpovídající žákům sedmých tříd, cestování a pocity a nálady.

Šestá kapitola předkládá seznam kritérií pro tvorbu učebních pomůcek, který byl vyvozen z teoretické části pro účely části praktické. A proto by měla každá vytvořená učební pomůcka odpovídat těmto kritériím. Kritéria jsou rozdělena do tří kategorií: vybrané téma a slovní zásoba, proces a další specifické požadavky na učební pomůcky. Tyto tři skupiny jsou dále děleny na konkrétní kritéria, podle kterých je následně prováděna analýza pomůcek. Kritéria jsou označena čísly a písmeny tak, aby bylo v analýze jasné, na jaká kritéria je odkazováno.

Sedmá kapitola začíná popisem procesu konstrukce a tvorby pomůcek spolu s využitými zdroji. Hlavní nástroj využitý pro tvorbu pomůcek je Canva. Poté už následuje popis a analýza jednotlivých pomůcek. Pomůcka je vždy krátce popsána a poté postupně analyzována podle kritérií, na které je odkazováno pomocí označení uvedených v kapitole šest.

První pomůcka se skládá z hlavní desky, kartiček, klíčů a karet s větami. Zaměřuje se na „falešné přátele“ v tématu cestování, a proto byly vybrány čtyři dvojice falešných přátel odpovídajících úrovni A2. V rámci procesu výuky slovní zásoby není tato pomůcka vhodná pro fázi prezentace, ale může být modifikována do až tří variant pro procvičování a tři možností produkce. Druhá pomůcka se skládá z hlavní desky, figurek, kartiček rozdělených na tři úrovně a stojánků. Tato pomůcka se zaměřuje na kolokace tří slov z předchozí učební pomůcky. Může tak být využita zvlášť nebo v návaznosti na předchozí pomůcku. K prezentaci opět není vhodná z důvodu chybějícího kontextu, ale v rámci procvičování nabízí dvě možnosti a v rámci

produkce dokonce tři. Třetí pomůcka se skládá z dvou desek, klíče, obrázků, prázdných kartiček a fixy. Tato pomůcka se soustředí na význam slovíček vyjadřujících pocity a nálady. Tato pomůcka je použitelná ve všech třech fázích procesu, tedy i v prezentaci, kde je uvedena jedna možnost. Tři varianty pro procvičování a dvě verze pro produkci jsou prezentovány a analyzovány. Poslední čtvrtá pomůcka se skládá z kostiček, karet a nápovědy. Jako u předchozí pomůcky je ústředním tématem téma pocitů a nálad. Není vhodná pro prezentaci, ale je možno ji využít ve dvou variantách pro procvičování a jedné pro produkci.

V závěru praktické části je zhodnoceno, zda byl cíl praktické části splněn. Všechny zkonstruované učební pomůcky po analýze splnily téměř všechna kritéria a byl splněn cíl práce. Zároveň jsou zde uvedeny problémy, které během výzkumu nastaly. Některá kritéria byla splněna pouze částečně, protože nebylo možné dodržet celé kritérium, což ale nebylo shledáno jako problém ve funkčnosti pomůcek. Naopak bylo usouzeno, že v některých případech je pouze částečná shoda s kritérii vhodná a nezbytná. Jsou zde také uvedeny pozitivní závěry, které se neočekávaně ukázaly během analýzy. Například je to využití suchých zipů, což umožňuje použití pomůcek na velké množství slovní zásoby nebo velké množství kombinací a modifikací jednotlivých pomůcek. V závěru celé práce je uveden cíl práce a je odůvodněno jeho splnění.

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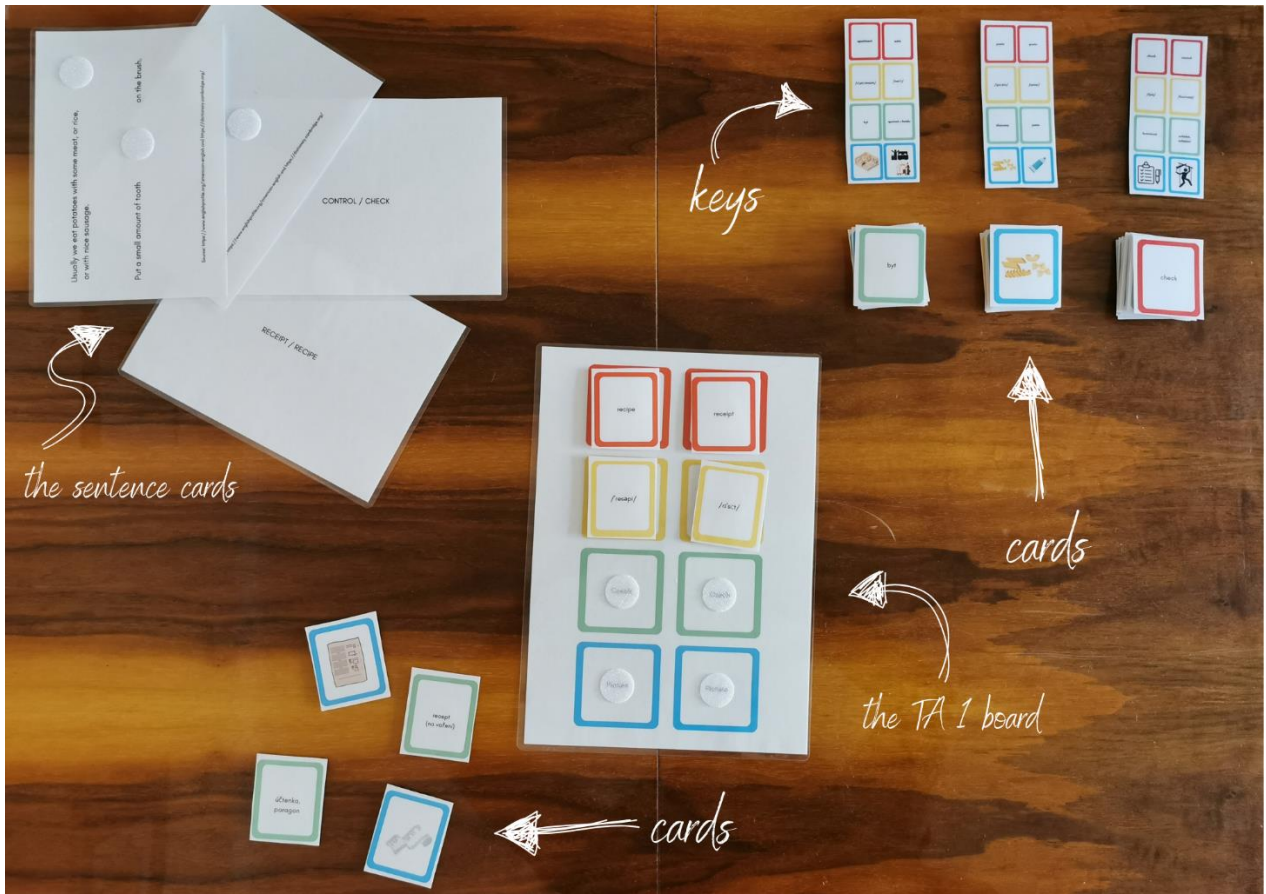
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Appendix

Appendix A <i>Teaching aid 1</i>	52
Appendix B <i>Teaching aid 1 process</i>	53
Appendix C <i>Teaching aid 2</i>	54
Appendix D <i>Teaching aid 2 process</i>	55
Appendix E <i>Teaching aid 3</i>	56
Appendix F <i>Teaching aid 3 process</i>	57
Appendix G <i>Teaching aid 4</i>	58
Appendix H <i>Teaching aid 4 pronunciation</i>	59
Appendix I <i>Teaching aid 4 process</i>	60

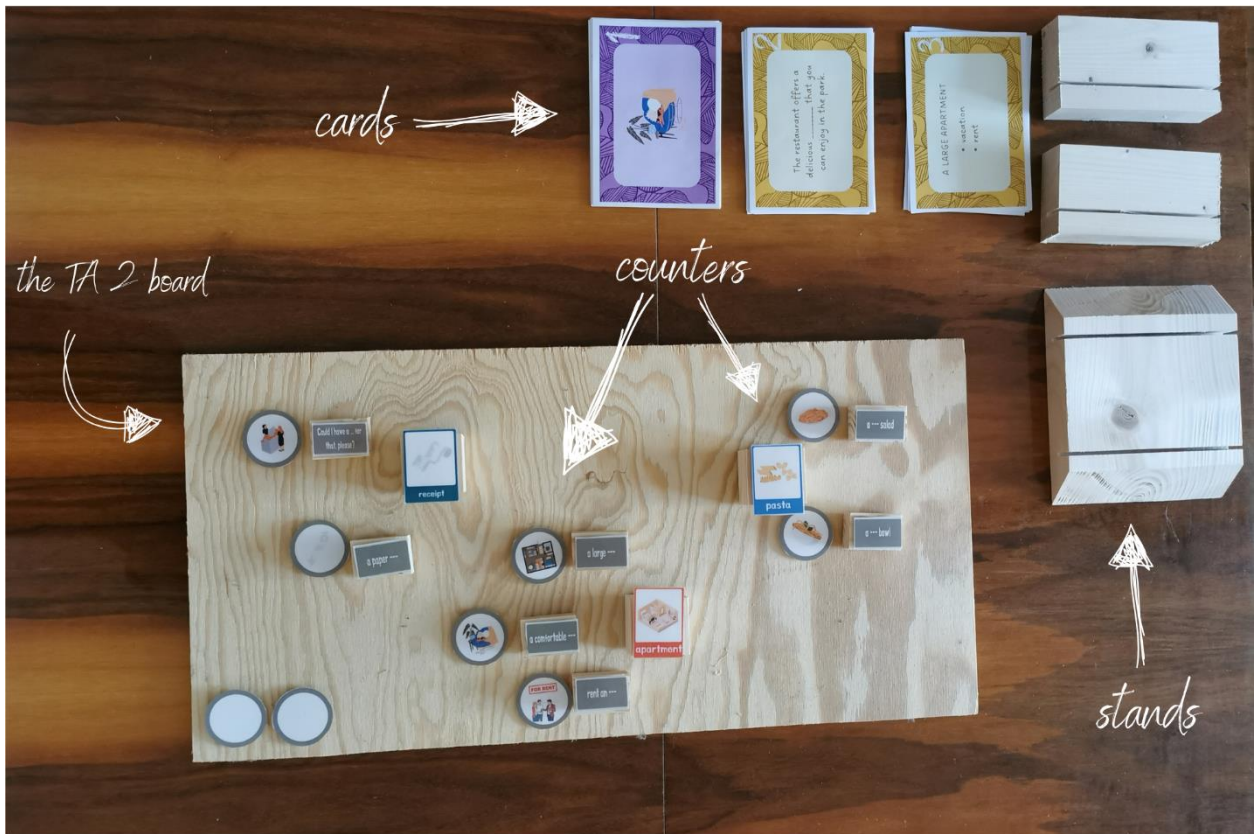
Appendix A Teaching aid 1



Appendix B *Teaching aid 1 process*

<https://youtu.be/hfp6-IEzq8k>

Appendix C Teaching aid 2



Appendix D *Teaching aid 2 process*

<https://youtu.be/4mpPEyFHn5E>

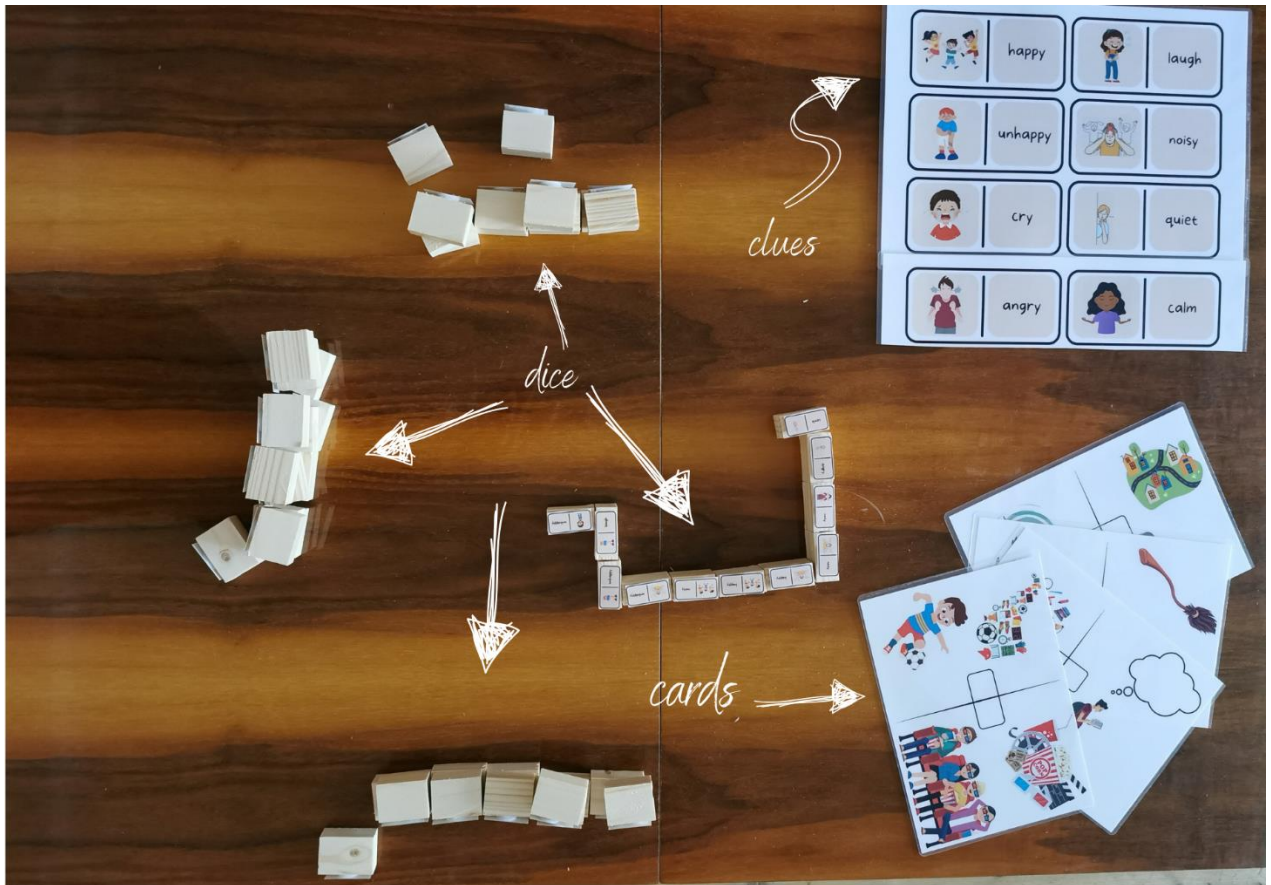
Appendix E Teaching aid 3



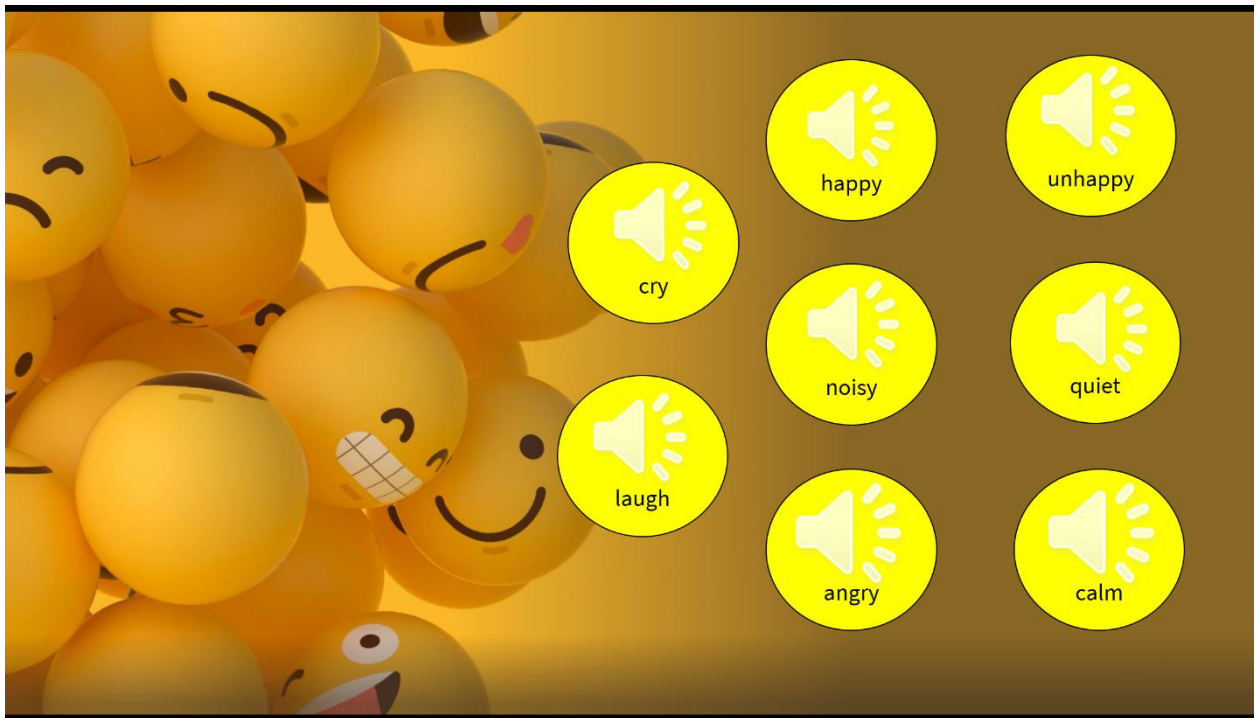
Appendix F *Teaching aid 3 process*

<https://youtu.be/Jq3qzOOeWN4>

Appendix G Teaching aid 4



Appendix H *Teaching aid 4 pronunciation*



Appendix I *Teaching aid 4 process*

<https://youtu.be/ULB1ke4N1mk>