

Západočeská univerzita v Plzni

Fakulta pedagogická

Katedra anglického jazyka

Diplomová práce

**TIPY A RADY JAK SE UČIT A PROCVIČOVAT
ANGLICKOU SLOVNÍ ZÁSOBU**

Lenka Vančurová

University of West Bohemia

Faculty of Education

Department of English

Thesis

**TIPS AND ADVICE FOR LEARNING AND
PRACTISING ENGLISH VOCABULARY**

Lenka Vančurová

Plzeň 2015

Tato stránka bude ve svázané práci Váš původní formulář *Zadáni dipl. práce*

(k vyzvednutí u sekretářky KAN)

Statement of Originality

Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 29. června 2015

.....

Lenka Vančurová

ACKNOWLEDGMENTS

I would like to express my thanks to my supervisor Mgr. Gabriela Klečková, Ph.D. for her time, helpfulness and valuable advice enabling me to complete the thesis.

ABSTRACT

Vančurová, Lenka. University of West Bohemia. June, 2015. Tips and advice for learning and practising English vocabulary. Supervisor: Mgr. Gabriela Klečková, Ph.D.

The thesis deals with strategies which can help students facilitate the process of learning new vocabulary. The work supports the view that all teachers should acquaint their students not only with the content and knowledge, but with the strategies how to learn a foreign language as well. Primarily, the aim of the thesis is to introduce the most important aspects influencing the vocabulary learning process and provide a range of vocabulary learning strategies that can be employed by learners to become more independent in learning outside the classroom. Besides, the thesis includes a small-scale research study realized by the means of questionnaires whose goal was to find out how often the vocabulary learning strategies are used by eighty students aged 15 to 19 from two different secondary schools in the Czech Republic. To be more specific, the focus was put on the learners from the 1st and from the 3rd grades of the secondary schools in order to compare if there are any differences in frequency of using learning strategies depending on learners' age.

TABLE OF CONTENTS

Statement of Originality	i
Acknowledgments	ii
Abstract.....	iii
Table of Contents	iv
List of Figures and Tables	vi
List of Graphs	vii
I. INTRODUCTION.....	1
II. THEORETICAL BACKGROUND.....	2
Important Aspects of Effective Teaching and Learning Vocabulary	2
Knowing a word.	2
Vocabulary selection.....	5
Motivation in vocabulary learning.....	6
Role of memory in learning new vocabulary	7
Recording vocabulary.	8
Language Learning Strategies.....	12
Definition of language learning strategies.	12
Factors influencing selection of language learning strategies.....	12
A taxonomy of language learning strategies.....	14
Classification of learning strategies by Rebecca L.Oxford.....	14
Norbert Schmitt’s classification of vocabulary learning strategies.....	18
III.METHODOLOGY	20
Research Questions.....	20
Methods	20
Subjects.....	22
Process	23

Data Analysis Process.....	23
IV. RESULTS AND COMMENTARIES	25
Students' Relationship to English Language and Vocabulary (Questions 5-10).....	25
The Average Frequency of Using Learning Strategies (Part A- Part F).....	29
Memory strategies.....	29
Cognitive strategies.....	31
Compensation strategies.....	33
Metacognitive strategies.....	35
Affective strategies.....	37
Social strategies.....	39
Using Dictionaries and Recording Vocabulary in Both Grades (Part G)	41
The Average Frequency of Using Individual Strategies by All Respondents	42
Comparison of the Results	43
Summary of the Results and Conclusion	44
V. DISCUSSION.....	46
Implications for Teaching	46
Limitations of the Research	47
Suggestions for Further Research	48
VI. CONCLUSION	50
References	51
Appendices	54
Shrnutí	67

LIST OF FIGURES AND TABLES

<i>Figure 1.</i> What is involved in knowing a word.....	4
<i>Figure 2.</i> Lexical item list	10
<i>Figure 3.</i> Examples of vocabulary-building graphic organizers	11
<i>Figure 4.</i> Oxford's strategy classification	15
<i>Figure 5.</i> The chart serving as a model for calculating the frequency	24
<i>Table 1.</i> Frequency of using dictionaries and recording new vocabulary by all respondents.....	41

LIST OF GRAPHS

<i>Graph 1.</i> Popularity of the English language among the respondents.	25
<i>Graph 2.</i> Factors that motivate students to learn English.	26
<i>Graph 3.</i> Frequency of teachers' giving advice to the students.....	27
<i>Graph 4.</i> Origin of students' vocabulary knowledge.....	28
<i>Graph 5.</i> Frequency of learning new vocabulary outside the classroom.	28
<i>Graph 6.</i> Respondents' opinion about own knowledge of English in comparison with classmates. 29	
<i>Graph 7.</i> The average frequency of using memory strategies by all respondents.....	30
<i>Graph 8.</i> Comparison of the results in using memory strategies between the two grades.....	31
<i>Graph 9.</i> The average frequency of using cognitive strategies by all respondents.	32
<i>Graph 10.</i> Comparison of the results in using cognitive strategies between the two grades.....	33
<i>Graph 11.</i> The average frequency of using compensation strategies by all respondents.....	34
<i>Graph 12.</i> Comparison of the results in using compensation strategies between the two grades....	34
<i>Graph 13.</i> The average frequency of using metacognitive strategies by all respondents.	35
<i>Graph 14.</i> Comparison of the results in using metacognitive strategies between the two grades. ..	37
<i>Graph 15.</i> The average frequency of using affective strategies by all respondents.....	37
<i>Graph 16.</i> Comparison of the results in using affective strategies between the two grades.....	38
<i>Graph 17.</i> The average frequency of using social strategies by all respondents.	39
<i>Graph 18.</i> Comparison of the results in using social strategies between the two grades.....	40
<i>Graph 19.</i> The frequency of using individual learning strategies by all respondents.....	42
<i>Graph 20.</i> The frequency of the use of individual strategies in the 1 st and in the 3 rd grade.....	43
<i>Graph 21.</i> The differences in using learning strategies between the two schools.	44

I. INTRODUCTION

Vocabulary is undoubtedly the biggest component of any language course. Everyone willing to make oneself understood and make oneself understand in a foreign language cannot avoid learning new vocabulary. All learners have their own needs which are nowadays often not taken into consideration by teachers. A large number of students are used to memorizing mechanically long lists of new words without even knowing what the best ways of learning for them are. Teachers should not only provide knowledge and training of skills in the lessons, but also support students with teaching possible techniques and strategies how to gain new vocabulary. Students can then benefit from the awareness of vocabulary learning strategies and plan their own learning process according to their needs. The goal is to prepare students to be more autonomous and able to learn in a self-directed way when they are not at school. On the other hand, the fault does not have to be on teachers' side at all. Students can be provided with tips how to learn vocabulary but still lack the motivation to learn.

The aim of the thesis is to explore if secondary school students are given tips by teachers how to learn new vocabulary and if students use any learning strategies to make the learning process more effective.

The thesis is divided into two major parts: theoretical and practical. The theoretical part serves as the basis for the follow-up research. The first subchapter of the theoretical background is focused on explanation of the term vocabulary and a number of factors that influence the process of learning, for instance, motivation or memory. The theoretical part also includes tips how to record vocabulary. The definitions and taxonomies of vocabulary learning strategies are described in the next subchapters of the theoretical background.

The practical part of the thesis covers the description of methods which were chosen for the small-scale research study done according to the gathered data from the pupils from two selected secondary schools. The chapter includes information about the phases of the research, basic data about the respondents, tools chosen to do the research and last but not least, it presents the results of the research. Furthermore, pedagogical implications together with limitations of the research and suggestion for further research are included in the thesis.

II. THEORETICAL BACKGROUND

The theoretical background is focused on the process of learning vocabulary and pieces of advice for teachers how to help learners to learn vocabulary effectively. This chapter consists of two main parts. The objective of the first part is to introduce a number of a few aspects which are crucial for teaching and learning vocabulary and which should be taken into consideration by teachers and learners. Secondly, the aim is to provide a range of language learning and vocabulary learning strategies which can help learners to become more autonomous and effective in their learning process.

Important Aspects of Effective Teaching and Learning Vocabulary

Knowing a word. First of all, it is necessary to define what vocabulary is and what it means to know a word. One simplified definition of vocabulary is that it can be defined as the words in the language. According to Wallace (1988), “It is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it” (p.9). Vocabulary knowledge is crucial for being able to communicate. This opinion is shared by the British linguist and university professor McCarthy (1990) who claims that “No matter how well the student learns grammar, no matter how successfully the sounds of language are mastered, without words to express a wide range of meanings, communication cannot happen in any meaningful way” (p.vii). Nevertheless, the words of a language are not isolated. They are connected to each other; together they form a system. It has been argued by many linguists about what exactly can be counted as a word. For instance, Nation (2001) asks a question, if the words book and books are considered as one or not (p.6). Another point of view can be seen in Scrivener’s *Learning Teaching* (2005) where another term for vocabulary is used: lexis. The term lexis is further described as “an internal database of words that can be recalled and used quickly without having to construct new phrases or sentences word by word from scratch using knowledge of grammar” (p.227). Next, for Scrivener (2005), lexis includes the following: traditional single-word vocabulary items, common ‘going-together patterns’ of words known as collocations (e.g. blonde hair, traffic jam) and longer combinations of words called chunks or multiword items that are typically used together as if they were a single item e.g. on-the-spot decisions (p. 227-228).

There exist too many words to acquire even in one’s mother tongue. In the largest non-historical dictionary of English *Webster’s Third New International Dictionary*, which

was released in 1961, there are given around 114,000 word families excluding proper names (Nation, 2001, p.6). In the research mentioned by Nation (2001), it has been estimated that educated native speakers of English language know approximately 20,000 word families. Not knowing what exactly the term “an educated speaker” means, how old they are on average and other factors, this claim may be arguable, but still interesting to imagine. It is definitely unquestionable that it is impossible to know all the words of any language. Some words are mastered only by specialists of specific areas (Nation, 2001, p.6-9).

If learners of a foreign language aim to use the words effectively, they should be acquainted not only with a literal translation of a word. Scrivener (2005) mentions things that can be known about the words: how the word is spelled, which syllables are stressed, to what part of speech the word belongs to, the basic ‘core’ meaning of the word, other meanings of the word, its connotations, appropriateness for certain social situations, restrictions on meaning, immediate collocates, phrases or idioms it appears in, the grammatical position in a sentence that the word typically takes etc. (p. 247-248). Another author dealing with knowing words, Michael Wallace (1988), comes with the idea that to know a word means: recognition of the spoken or written form of the word, ability to recall it at will, relate to an appropriate grammatical form, pronounce it in a recognizable way while speaking, spelling it correctly, use correct collocations, use it at the appropriate level of formality and be aware of its connotations and associations (p.27). Lack of awareness of the appropriateness of items or the use of the vocabulary at the wrong level of formality can lead to misunderstandings in communication. The words should be learnt in a context. For example, it would be inappropriate to use colloquial or informal expressions during a speech at a public meeting.

Carter and McCarthy (1988) add other ideas what knowing a word means. According to them, knowing a word means: knowing the degree of probability of encountering it and the sorts of words most likely to be found associated with it; knowing its limitations of use according to function and situation; knowing its syntactic behavior; knowing its semantic value and knowing its different meanings (polysemy) (Carter & McCarthy, 1988, p.44).

The knowledge of vocabulary can be divided into two parts: receptive and productive. As the receptive skills can be considered listening and reading when reader or listener receives language input from others and is able to recognize the meaning

of the word. On the other hand, productive skills mean that learners produce with help of writing or speaking the input on their own. The terms active and passive vocabulary are often used as synonyms to receptive and productive skills (Nation, 2001, p.24). Figure 1 shows the differentiation between receptive and productive skills with regard to word's form, meaning and use.

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognisable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	constraints on use (register, frequency ...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note: In column 3, R = receptive knowledge, P = productive knowledge.

Figure 1. What is involved in knowing a word (Nation, 2001, p.27).

Unfortunately, if a single word denotes a particular set of things in one language, it does not have to necessarily denote the same in another language. There are also cases when a word in speaker's mother tongue has no equivalent in a foreign language and the word can be only explained with the help of definition. This can be typical for instance for food, drinks, clothes or traditions of different countries and cultures (Gairns & Redman, 1986, p.13).

In conclusion, it can be said that learning vocabulary is a long and gradual process. Learners do not learn all things about one word at the same time. It takes time, practice and patience to master everything that can be known about a word. Selecting appropriate word for learning is also very important. It will be described in the following part how words can be selected.

Vocabulary selection. Learners can enrich their vocabulary knowledge on their own outside the classroom. However, they should be primarily provided with appropriate sufficient vocabulary by their teachers. Selecting appropriate vocabulary to learn could be problematic for teachers in view of the fact that every learner has different needs. Frequently, teachers follow mainly the course books. However, course books do not always contain sufficient vocabulary needed e.g. for secondary-school leaving exam at high school. It is then teacher's task to decide what vocabulary to teach in order to enrich students' vocabulary knowledge. On the contrary, course books can involve vocabulary which is regarded as superfluous by the teacher. Therefore, it is expected that teachers will predict what vocabulary students will need (McCarthy, 1990, p. 79). Sometimes, the decision depends only on the teacher's intuition and subjective feeling.

Nevertheless, various principles how to select appropriate vocabulary have been identified. Nation (2001) divided words into four categories which are high-frequency vocabulary, academic vocabulary, technical vocabulary and low-frequency vocabulary. *A General Service List of English Words*, compiled by an English researcher Michael West in 1953, consists of 2,000 word families of high-frequency words. These words cover a very large proportion of words in spoken and written language and are worth teaching and learning (Nation, 2001, p.11- 16). On the other hand, low-frequency words include words that are rarely met in the use of the language. They are the biggest group of words. There exist thousands of low-frequency words (Nation, 2001, p.12). The critical point of view of selecting words according to their frequency was introduced by Wallace (1988). He claims that with the help of common sense teachers are used to selecting very common words e.g. 'big, small' before more unusual words like 'gigantic' or 'microscopic'. Nonetheless, the frequency should not be the only one principle for vocabulary selection. Availability of a word and situation in which the word is used also play a big role. For instance, words blackboard and chalk are not included in *The General Service List of English Words* but in the classroom they can have high availability and usefulness. Some words can appear rarely in the total use of English, but can be relevant to a person who is interested in a specific area of the language e.g. chemistry, physics etc. (Wallace, 1988, p.16).

Another factor that should be taken into consideration is learnability of the word. Specific words can cause learners problems and teachers should pay special attention to those words so that learners can master them (McCarthy, 1990, p. 86).

McCarthy (1990) mentions four questions that need to be answered in order to predict learners' vocabulary needs:

- Which words must students know in order to talk about people, things, and events in the place where they study and live?
- Which words must the student know in order to respond to routine direction and commands?
- Which words are required for certain classroom experiences?
- Which words are needed in connection with the students' particular academic interests? (p. 88).

In conclusion, it is not strictly given which rules to follow in the matter of selecting appropriate vocabulary for learners. Teachers should try to select words that are according to their consideration useful for their learners' lives. They should be able to teach students the words so that the students can use them productively. Perhaps, it could be motivating if learners were sometimes offered the possibility to choose vocabulary in the course book they do not want to learn because it seems useless to them.

Motivation in vocabulary learning. Selecting appropriate and useful vocabulary is not the only factor which inspires students to learn new vocabulary. Negative or positive approaches to learning a language are predetermined by the students' motivation. The reasons why students want to learn a language are various. It is generally distinguished between two basic kinds of motivation – intrinsic and extrinsic. Intrinsic motivation is caused by students' own determination to learn without a need to be rewarded. It is not their only intention to get a good mark, praise or financial reward from their parents. They are truly interested in the subject. On the contrary, students with extrinsic motivation tend to learn because of trying to avoid the punishment, for getting reward or a good mark (Kalhous & Obst et al., 2009, p. 368-370).

Ellis (1997) subdivides motivation into four categories: instrumental, integrative, resultative and intrinsic (p.75). Learners following instrumental motivation study a language for practical reasons and to reach success e.g. to get to the university, pass an exam, find a good job etc. Integrative motivation represents learner's personal interest in people and their culture which includes the language as well. The successful or futile attempt to learn something can have an impact on further learning which is called resultative motivation. However, these types of motivation can complement each other.

It is not strictly given that learners rank among only one type of motivation. For instance, they can be led by instrumental and integrative motivation at the same time (Ellis, 1997, p.75-76).

Furthermore, teachers play undoubtedly a big role in the matter of motivation. They should be capable of creating a positive atmosphere in order to motivate learners. It can happen that learners dislike a language only because of the teachers' behavior towards them. This situation should be avoided. It is also advisable to let every learner experience success, even a small one (Kalhous & Obst, 2009, p. 371).

In addition to the role of the teacher, the level of motivation is also affected by the students' age. At high school, at the stage of puberty and maturing, learners are strongly influenced by their classmates or people of the same age. They spare no effort in order to equal their friends or to fit in a certain group. Frequently, learners are not able to accept the fact that their friends spend less time on learning, preparing for the lesson etc. They judge themselves according to other people. They often do not understand why their classmates' methods are not good for them as well. It is important to familiarize students with the fact that it is all right to have different methods and needs than the others (Lojová & Vlčková, 2011, p.13).

In conclusion, motivation plays an influential role in learning new vocabulary. The lack of motivation is likely to cause an aversion to learning.

Role of memory in learning new vocabulary. Another factor which has an influence on vocabulary learning is memory. Memory plays a big role in the process of learning new vocabulary. Every learner is endowed with a different ability to remember new words. Everyone can have different duration of remembering, promptness of recalling, accuracy of remembering and quickness of recalling a word. Learners who do not follow effective learning strategies, or who have a poor memory for remembering new words, will probably face problems with absorbing as many items as learners with better memory. More training and practicing in learning skills will be needed. Furthermore, age belongs to the aspects that affect the number of items which can be learnt. The older the learners are, the bigger difficulties they can be put through (Gairns & Redman, 1986, p.68).

It can be distinguished between the short-term and the long-term memory. The aim of learning new vocabulary is to keep as many words as possible in the long-term memory

and be able to recall words automatically when needed. Nevertheless, language memory does not serve as a reproduction of knowledge only. It is integrated into the speaking skills (Janíková, 2005, p.33). Therefore, it is not sufficient to learn by repeating only.

Understanding and active adoption of words are expected. It is probable that if a learner tries to learn too many words at the same time, the words will be stored in a short-term memory and after a longer period of time the learner will not be able to recall them. Gairns and Redman (1986) claim that “With verbal learning the ability to hold information over brief periods (usually up to thirty seconds in duration) demands fairly constant repetition, and any distraction or interruption is likely to severely impede that ability” (p.86).

According to the decay theory mentioned by Gairns and Redman (1986), information which is stored in memory falls into disuse if it is not activated regularly (p.89). It is important to practice and revise what was learnt. Otherwise, the new information will fully disappear. Another problem can be seen in a cue-dependent forgetting (called also retrieval failure) which means that the information stays in one’s memory but it is impossible for the learner to recall it. If there is no association with the new information, it is let out by the brain. One of the theories claims that of the information people forget, 80% is lost within one day of initial learning (Gairns & Redman, 1986, p.89).

Results of a number of research studies in the field of psychology of learning have proven that learning new words can be influenced by integrating senses into the process of remembering new vocabulary. It was said that learners are able to keep in their memory 10% of what they have read, 20% of what they have heard, 30% of what they have seen, 50% of what they have seen and heard, 70% of what they have said and 90% of what they have done. The efficiency of learning could be improved by involving more senses (Janíková, 2005, p.40).

Memorization is useful when it is one of a wide range actively used strategies. It is a long process to find out which strategies are the most suitable for the learner. Therefore, the patience is required to succeed in learning new vocabulary.

Recording vocabulary. Memory and motivation are not the only aspects that influence the way of learning new vocabulary. It happens very often that vocabulary is taught in context in the lessons but students do not learn the words in context because of inappropriate or disorganized recording of the newly presented words (Scrivener, 2005, p.239). A large number of students are used to noting down the literal translations of

unknown words as they come across them in the text. Sometimes they inscribe the Czech equivalent directly into the text above the unknown word. There is usually not enough space between the lines so students write tiny words which could be hardly readable. This chaotic manner does not motivate students to learn new words nor does it provide a good resource for their independent learning. Another common form of recording vocabulary is making long lists of vocabulary with the help of two columns, one for the English word and the second for the translation. It is also not unusual to memorize long lists of words according to the units in the course book. A large number of course books have the lists with vocabulary to every unit at the end of the book. However, there exist textbooks including a special section dedicated to vocabulary and vocabulary notebooks. For instance, the four-level series of course books called *Touchstone* contain after each unit pieces of advice how to record or practice new vocabulary. The tips are very personalized; the methods of recording are adapted to learner's personal life. Two examples are presented in Appendix A.

Nonetheless, teachers should not force students to note down the words according to their requirements. They should leave it up to each student how they will organize their notes. Pieces of advice how to organize vocabulary efficiently should be provided to students so that they could choose the method which is the most suitable for them.

The lack of information about the usage of words can cause bad understanding of the meaning. It is important to encourage students to store vocabulary items with the relevant information that can help to understand the meaning. As examples of insufficient recordings of vocabulary can be listed the following: the items on the list seem to have no connection with each other; they appear to be a random list of words; there are no other words that might be useful in situations where one needs to use one of these words; the way how the word is pronounced is not included; there are no sentences as examples to show how the word is used in context; it is not mentioned how many different meanings the word has; there is no indication whether the word is archaic or used in contemporary speech or whether it is informal, formal, colloquial etc. (Scrivener, 2005, p. 240).

Effective ways of recording vocabulary. There exist various forms of how to record and learn vocabulary effectively. It depends on individual learners which forms suit them best and which of them comply with their needs. One of the options is to make vocabulary cards. Each card would contain the unknown word on one side and the important information about the word on the other side. These cards could be filed

thematically. Thanks to the technology, these cards do not have to be written by hand. There exist many programmes free available on the Internet or applications for mobile devices that could be simply used to create these flashcards.

Alternative to the flashcards could be lexical item lists where important pieces of information including pronunciation, part of speech, collocation etc. are mentioned. Figure 2 represents an example of a lexical item list.


Lexical item	Pronunciation	Translation	Grammar	Collocations	Example	Idea
<i>motorcycle</i>	<i>/ˈməʊtəsaɪkəl/</i>	<i>pikipiki</i>	<i>noun</i>	<i>ride a ~, get on my ~, ~ maintenance, ~ race, ~ courier</i>	<i>She's just bought a 600cc Suzuki motorcycle.</i>	

Figure 2. Lexical item list (Scrivener, 2005, p.241).

Using visuals could be another way how to learn new vocabulary. Visuals include making diagrams, trees, mind-maps or grids (Gairns & Redman, 1986, p.96). For some learners it could be helpful if they stored vocabulary in a systematized manner. Gairns and Redman (1986) suggest organizing vocabulary according to their semantic similarity. Students can create lists with items related by topic, items grouped as an activity or process (starting a car, buying a house etc.), items which are similar in meaning (ways of looking – stare, glance, squint, peer etc.), items which form pairs, items grouped by a grammatical similarity, items along a scale or cline, which illustrate differences of degree (human age – a child, a teenager, an adult etc.) (Gairns & Redman, 1986, p.69).

Furthermore, it is not unusual to learn vocabulary from pictures. A number of course books include pictures of vocabulary which are systematically organized according to a particular topic e.g. kitchen vocabulary. Learners could use own pictures or even the photographs which are connected to their lives in order to remember the words better.

Additionally, another form of visuals called graphic organizers can fundamentally help with learning vocabulary. Graphic organizers are valuable tools for recording vocabulary. They help students to “connect prior knowledge to new information, integrate language and thinking in an organized format, increase comprehension and retention of text and organize writing” (Stamper, 2006, p.5). Judith Bauer Stamper (2006) offers a wide range of helpful graphic organizers in her booklet called *Vocabulary-building: Graphic organizers & mini-lessons*. Moreover, the booklet includes the instructions how to use

the organizer and what the purpose of each organizer is. Students can choose organizers according to their learning goals. There are organizers focused on different meanings of the words, antonyms, synonyms, roots of the words, suffixes, parts of speech and many others. Creative students have also the possibility to picture the word. Graphic organizers in the book are depicted in an attractive way which could attract students' attention. Two examples of graphic organizers are represented in Figure 3.

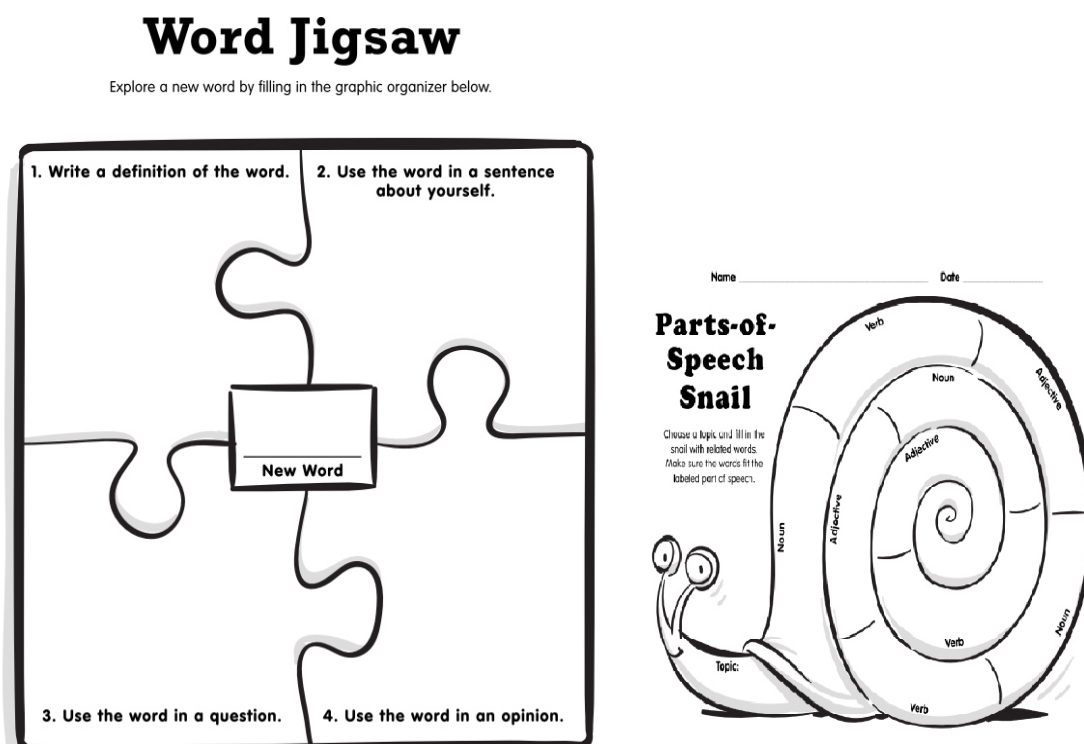


Figure 3. Examples of vocabulary-building graphic organizers (Stamper, 2006, p.17, 43).

Another option suggested to students could be the method called labelling (Gairns & Redman, 1986, p.99). Students are given advice to create labels that can be stuck to the appropriate objects in their homes. This method is useful rather for the beginners than the advanced students. It is practicable with the basic vocabulary concerning with specific subjects such as furniture or electronic devices in the kitchen (fridge, refrigerator, dishwasher etc.). This method is practicable only on the restricted number of subjects, though it could be really helpful for students with a good visual memory.

However, words do not have to be necessarily recorded only in a written form. Students with auditory memory can record new words into their mobile phones or voice recorders in order to practice the pronunciation as well.

In conclusion, students have a wide range of alternative ways of recording vocabulary at their disposal. It depends only on students' preferences which methods suit them. Teachers should acquaint students with various types of recording vocabulary so that students can choose their own preferred method.

Language Learning Strategies

Definition of language learning strategies. The word 'strategy' has its origins in the ancient Greek word 'strategia', which means steps or actions taken in order to win a war (Oxford, 2003, p.8). Numerous definitions of the meaning of learning strategies have been expressed by various researchers. In fact, it has not been universally agreed on one single definition of what learning strategies are or how many of them exist (Oxford, 1990, p.17). One of the definitions says that strategies are "the behaviours and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process" (Tseng et al., 2006, p.80). In another definition, strategies are understood as "any thoughts, behaviours, beliefs, or emotions that facilitate the acquisition, understanding, or later transfer of new knowledge and skills" (Tseng et al., 2006, p.80). It is generally believed by strategy specialists, that learners, who are aware of how to use learning strategies, become more efficient, resourceful, and flexible, thus acquiring language more easily. It is suggested that if learners were able to develop, personalize and use assorted types of strategies, it would be more accessible for them to achieve language proficiency. Strategic learning is "goal-directed, intentionally invoked, and effortful" (Tseng et al., 2006, p.78-80). According to Nation (2001), strategy would need to:

- involve choice, there are several strategies for choosing from,
- use in set of all steps,
- require knowledge and benefit from training,
- intensify the efficiency of vocabulary learning and vocabulary use (p.217)

Last but not least, it is important to acquaint the students with strategies so that they can learn more effectively. It could be indeed beneficial for students if teachers spent some time in the lesson on providing tips how to learn vocabulary.

Factors influencing selection of language learning strategies. Every learner is different. Learners' preferences, decisions which suitable strategy to choose and using strategies are aspects strongly influenced by a number of different factors including age,

gender, various personal characteristics, motivation, previous experience and knowledge, attitudes and beliefs, learning styles, anxiety and fear etc. However, learners are not influenced only by personal traits. The environment they live in has an impact on their learning strategies as well (Lojová & Vlčková, 2011, p.136).

Students' age plays a significant role in the process of selecting and using learning strategies. Differences in age can correspond with different cognitive capacity and learners' experiences. If learners have a previous experience with learning another language, they can benefit from it. The impact of the total time of learning a language can be considerably connected with the level of advancement although not necessarily in direct proportion. Furthermore, gender can be mentioned as another factor which influences the selection of a learning strategy. According to research studies, women claim to employ higher usage of learning strategies than men. On the other hand, women are not given the access to study in certain cultures (Lojová & Vlčková, 2011, p.137-143). Due to this fact, the research studies can be seen as very subjective.

In addition, selecting strategies depends on students' learning styles. For example, visual types of students will probably choose different methods than auditory or kinesthetic ones. There exist numerous classifications of learning styles but only few examples will be mentioned. Among others, Grasha (1996) classifies learning styles according to learners' social interaction in the society. He distinguishes between competitive, collaborative, avoidant, participant, dependent and independent students (p.128). For instance, collaborative students are not afraid of social strategies including cooperation with other students or other speakers of the language. Other examples of learning styles influencing selection of learning strategies are provided by Lojová and Vlčková (2011). They suggest that students with analytic learning styles prefer strategies such as learning rules, analysis of words and phrases, inference or deduction. On the other hand, learners with global learning styles apply strategies like guessing the meaning of unknown vocabulary, paraphrasing or gestures. Students oriented to their memory favour memory strategies (Lojová & Vlčková, 2011, p.138).

Socio-cultural background and environment have a certain impact on selecting strategies as well. It seems that some cultures prefer specific learning strategies (Lojová & Vlčková, 2011, p.141). Last but not least, teachers are important in the aspect of motivation. Teacher's behaviour and assessment can determine students' will to learn and select a definite strategy.

To sum up, there are countless factors that influence which learning strategies learners select. As a matter of fact, they do not select learning strategies only according to their personal characteristics, needs and mental development. Their selection is also affected by the environment and other people.

A taxonomy of language learning strategies. A large number of strategies classifications have been identified by several researchers. The differences in classifications can be caused by variety of different research methods e.g. observation, interviews, questionnaires etc. Great differences can be observed, for example, between linguists, psychologists or education scientists. The classifications are heterogeneous and the conceptualizations of learning strategies are highly diverse (Vlčková et al., 2013, p.95). According to Vlčková et al. (2013), the most frequently referenced categorizations of learning strategies mentioned in foreign literature are classifications by Naiman, Fröhlich, Stern, & Todesco (1978), Rubin, & Wenden (1987), Oxford (1990), O'Malley et al. (1985), Stern (1992) or Cohen & Weaver (2006). Nation (2001) refers to taxonomies by Schmitt (1997), Gu and Johnson (1996) and Williams (1995).

In view of the fact that there exist too many classifications to explore, only two of them were chosen for the graduate thesis. In the next parts, the focus will primarily be on the classification by Rebecca L.Oxford (1990) and the taxonomy presented by Norbert Schmitt (1997).

Classification of learning strategies by Rebecca L.Oxford. Rebecca L.Oxford's classification belongs probably to the most world's known classifications of learning strategies in the process of learning a foreign language (Lojová & Vlčková, 2011, p.171). Oxford defines learning strategies as "the specific behavior or thoughts learners use to enhance their language learning" (Oxford, 2003, p.2). Learners choose the strategies purposely and control them intentionally. Strategies used by learners in a controlled systematized manner are more likely to reach the learner's goals than strategies in a random and unconnected manner. (Oxford, 2003, p.10) According to Oxford (1990), learning strategies are divided into two major categories: direct and indirect.

Direct strategies involve the language directly. They require the involvement of mental processing of the language. On the contrary, indirect strategies support language learning without direct engagement of the target language; they apply to learning in general. Direct strategies are comprised of memory, cognitive and compensation strategies. Indirect strategies include metacognitive, affective and social strategies. Direct and indirect

strategies complement each other. They are effective when they support mutually each other (Lojová & Vlčková, 2011, p.171-172). Six major groups of learning strategies identified by Oxford (1990) are presented in Figure 4.

Main group	Strategy groups	Subgroups
Direct	Memory	Creating mental linkages, applying images and sounds, reviewing well, employing action
	Cognitive	Practising, receiving and sending messages, analyzing and reasoning, creating structures for input and output
	Compensation	Guessing intelligently, overcoming limitations in speaking and writing
Indirect	Metacognitive	Centering your learning, arranging and planning your learning, evaluating your learning
	Affective	Lowering your anxiety, encouraging yourself, taking your emotional temperature
	Social	Asking questions, cooperating with others, empathizing with others

Figure 4. Oxford's strategy classification (Oxford, 1990, p.17).

Memory strategies. Memory strategies are tools which enable learners to retain the information and recall it afterwards in a communication situation. Memory strategies are based on the principle of linking the items with associations. (Lojová & Vlčková, 2011, p.171). According to Oxford (1990), memory strategies are subdivided into four groups:

- Creating mental linkages – grouping, associating/elaborating, placing new words into context;

- Applying images and sounds – using imagery, semantic mapping, using key words, representing sounds in memory (e.g. rhyming);
- Reviewing well – structured reviewing;
- Employing action – using physical response or sensation, using mechanical techniques (e.g. flashcards)

Cognitive strategies. Cognitive strategies enable the learner to handle the language material in direct ways through reasoning, repeating, summarizing, analyzing, practicing etc. (Oxford, 2003, p.12) Cognitive strategies are divided by Oxford (1990) into four sets as follows:

- Practicing – repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically;
- Receiving and sending messages – getting the idea quickly (skimming and scanning the text quickly to gain the main gist), using resources for receiving and sending messages;
- Analyzing and reasoning – reasoning deductively, analyzing expressions, analyzing contrastively (across languages), translating, transferring;
- Creating structures for input and output – taking notes, summarizing, highlighting.

Compensation strategies. If learners suffer from insufficient knowledge of the language, they can guess the meaning of the word from the context. Compensation strategies are applied not only to understand a text or speech, but in the production as well (Oxford, 1990, p.48-50). Compensation strategies are further given in details by Oxford (1990) as follows:

- Guessing intelligently – using linguistic clues, using other clues;
- Overcoming limitations in speaking and writing – switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topics, adjusting or approximating the message, coining words, using a circumlocution or synonym.

Metacognitive strategies. Metacognitive strategies allow learners to control the process of learning and obtained knowledge. Planning and setting goals undoubtedly contribute to effective learning new vocabulary. Learners are able to develop their abilities

to determine the problem and change the methods. They can evaluate and monitor themselves (Janíková, 2005, p.24). According to Oxford (1990), metacognitive strategies are further divided into the following sets:

- Centering learning – overviewing and linking with already known material, paying attention, delaying speech production to focus on listening;
- Arranging and planning learning – finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task (purposeful reading/listening/writing/speaking), planning for a language task, seeking practice opportunities;
- Evaluating learning – self-monitoring (e.g. monitoring mistakes), self-evaluating (evaluating task success or any type of learning strategy).

Affective strategies. Affective strategies are connected with emotions, attitudes, motivation and values of the learner. Positive or negative feelings can strongly influence the process of learning. In order to avoid negative emotions and lowering anxiety, learners should allow for using appropriate relaxation to keep peace of mind. Oxford (1990) identifies following subgroups of affective strategies:

- Lowering anxiety- using progressive relaxation, deep breathing, or meditation; using music, using laughter;
- Encouraging yourself – making positive statements, taking risks wisely, rewarding yourself;
- Taking emotional temperature – listening to the body, using a check-list, writing a language learning diary, discussing feelings with someone else.

Social strategies. Social strategies include the ability of interaction and cooperation between people. Since communication occurs between people, it is important to respect social behaviour. Learners can use social strategies to express their empathy with other people and develop cultural understanding. Furthermore, if the need of competition is replaced by the cooperation in the group, the atmosphere can be more positive and enjoyable. According to Oxford (1990), there exist three categories of social strategies:

- Asking questions – asking for clarification or verification, asking for correction;
- Cooperating with others – cooperating with peers, cooperating with proficient users of the new language;

- Empathizing with others – developing cultural understanding, becoming aware of others' thoughts and feelings.

Norbert Schmitt's classification of vocabulary learning strategies. Oxford's classification mentioned in the previous part concerns rather learning strategies in general. Norbert Schmitt, Professor of Applied Linguistics at the University of Nottingham, introduced more elaborated system focused on vocabulary learning strategies. Although Schmitt (1997) regards Oxford's (1990) taxonomy as "best able to capture and organize the wide variety of vocabulary learning strategies identified", he holds the view that her taxonomy is unsatisfactory in certain aspects (p.8). Firstly, Schmitt (1997) suggests that a number of Oxford's strategies can belong to more than one category. Secondly, in Oxford's taxonomy he lacks a category describing strategies that are used by learners when they discover meaning of the new word without asking for advice from another person. Accordingly, Schmitt (1997) devised a new set of strategies called determination strategies. These strategies represent the ability to discover meaning of the word with the help of guessing from context, guessing from the structural knowledge of the language, guessing from the first language cognate or using reference materials (Schmitt, 1997, p.13).

In total, Schmitt's taxonomy includes 58 vocabulary learning strategies. He organized the taxonomy according to Oxford's (1990) taxonomy and the Discovery/Consolidation distinction. Discovery strategies are for gaining initial information about a new word (Schmitt, 1997, p. 9-10).

There are a number of vocabulary learning strategies included in Schmitt's list which would be worth mentioning in the classroom. Not all students may appreciate them but for some students they could be highly useful. For instance, there exists a strategy called "method of loci". Method of loci belongs to the tools that can be useful for learners with good visual memory and spatial intelligence. It helps to store and keep the terms and thoughts in our mind. For instance, students are able to imagine the route which is well-known to them. It could be the way from home to school or work etc. Learners watch and follow the route in their thoughts and associate pictures or subjects with specific words which they want to learn. The unknown words are assigned to familiar places. The efficiency of this method is based on the fact that terms to be adopted are connected to associations which already exist in the memory.

Nevertheless, the problems can arise if learners are supposed to learn abstract terms. Abstract words do not have any tangible form and therefore method of loci is limited to specific vocabulary (Janíková, 2005, p.117).

Another method students can be familiarized with is called a “keyword method”. Gairns and Redman (1986) describe the key word technique as associating the target word with a word which has the similar spelling or pronunciation in the mother tongue, but is not necessarily related in the terms of meaning (p.92). The more bizzare the image is, the easier it could be for the learners to recall the item. A number of students at high school tend to remember words that seem funny or absurd to them. Darren Crown gives an example of mnemonic technique in his book *Angličtina na rovinu*. If he thinks of a Czech sentence: “Podívej se! Ovce!” and translates it into English: “Look! A sheep!”, he recalls Czech words “luk a šíp” (Crown, 2012, p.169). It means an image is created in mind in which the keyword is connected with its meaning. It depends on learners what associations they imagine. As stated before, if it is put into a context in a funny way, it can facilitate remembering the word.

These were only two examples from the list of Schmitt’s vocabulary learning strategies. The whole list with all 58 strategies is enclosed as Appendix B.

In conclusion, as Nation (2001) stated, “Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies “(p.217). In order to make the learning process of new vocabulary more effective, learners not only need to be familiar with these strategies, but they need to be able to use them. It has become the main focus of the following practical part of this thesis to find out how often the language learning and vocabulary strategies are used by learners from secondary schools. The goal of the research is to examine to what extent the strategies mentioned in the theoretical part of the thesis are utilized by learners.

III.METHODOLOGY

This chapter covers a description of research methods which were chosen for a small-scale research study done with pupils from two secondary schools in the Czech Republic. The chapter includes necessary information about when and where the research was done, who the respondents were, what research tools were used to obtain the data and how the research was carried out.

Research Questions

The main aim of the research was to trace the tendencies occurring among the secondary school students in the self-regulated process of learning new vocabulary. The objective of the research was to find out if students aged from 15 to 19 use vocabulary learning strategies effectively and how often particular strategies are used. Research questions were formulated as follows:

- What is the relation of students to the English language and what is their motivation to learn English?
- Do students learn other vocabulary than those presented at school?
- Do teachers provide students with tips how to learn new vocabulary?
- How often do students use vocabulary learning strategies?
- Are there any differences in using of learning strategies between students from two different types of schools?
- Are there any differences in using learning strategies according to the students' age?

Methods

A method of collecting data with the help of questionnaire was considered as the most appropriate tool to do the research and analyze the survey data. In contrast to other research methods such as oral interviews or observations, questionnaires were appraised as easier quantifiable than other methods. Firstly, the questionnaire was composed of a set of ten questions focused on basic information about learners and their relation to English language and vocabulary. Secondly, the questionnaire was comprised of fifty declarative statements which were divided into seven parts (A-G). Six parts of the questionnaire were based on the combination of strategies included in Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) and a number of vocabulary learning strategies defined by Schmitt (1997) which were mentioned in the theoretical part.

The SILL questionnaire was chosen as a research tool because it is the most widely used language learning strategy-assessment instrument in the world which was used at least in seventeen languages (Oxford, 1999, p.114). Items covered in the questionnaire's parts A-F were grouped according to the six categories of learning strategies mentioned in the theoretical part of the thesis: memory, cognitive, compensatory, metacognitive, affective and social strategies. Each statement represented one vocabulary learning strategy (e.g. "I say new word aloud when studying"). Students were asked to respond to the statements by defining how often they use vocabulary learning strategies by selecting one response out of five scale options – always or almost always used, often used, sometimes used, generally not used and never used.

Specifically, Part A was concentrated on the frequency of using of memory strategies. Its aim was to find out if students use mnemonic techniques such as remembering new words through mental imagery, creating mental linkages or associations with the new vocabulary, keyword method, total physical response etc. Part B dealt with the survey of using cognitive strategies. Students were supposed to determine how often they practice the pronunciation of words, how often they repeat words, if they skim and scan texts quickly, if they read books in English or if they analyze and find the patterns in English language. Part C concerned with frequency of compensation strategies such as overcoming limitations in speaking and writing with the help of guessing in context, using gestures and mimes or using synonyms in order to express the word which cannot be recalled. Part D included statements referring to metacognitive strategies. Here the extent of students' planning, guiding, monitoring, organizing and evaluating of their learning process was examined. Part E focused on learners' emotions and tried to explore if learners manage their emotions and motivation with the help of lowering anxiety, rewarding themselves for successful achievements or encouraging themselves. Part F contained a set of social strategies. Students were supposed to respond to the statements dealing with social interaction during the learning process, requesting assistance and collaborating with others. Additionally, a set of own questions was added in Part G in order to find out if students use dictionaries or if they have their own methods how to record new vocabulary. The questionnaire compiled for the research is enclosed in Appendices C and D.

Subjects

For the purpose of the research, eighty questionnaires were distributed among students from two different secondary schools, one located in České Budějovice and the second in Plzeň (both in the Czech Republic). In order to keep the anonymity of schools, their names are not mentioned in the thesis. Two different types of school were chosen in order to compare the results between schools which are oriented to disparate fields of study. Since the educational systems in different countries all over the world can differ from each other and have different views on the term “secondary school”, it is necessary to clarify what students were involved in the research. Firstly, participants of the research were forty students aged from fifteen to nineteen from the first and the third year of studies (twenty students from each grade) at the Pilsner secondary school which is focused specifically on applied arts and design. Education at this school takes four years after nine years spent at the basic school. All forty respondents have been learning English at least for seven years. Students from the first grade are offered three English lessons per week, unlike students from the third grade who have four English lessons a week. The number of female respondents was higher than the number of male respondents. There were only five men out of forty respondents. In general, the school is visited predominantly by female students. Only one out of forty students attends another English course apart from school. All students learn one other foreign language at school. In addition to English language, twenty students learn German; one student learns French; four students learn Spanish and fifteen students learn Russian.

Secondly, other forty participants of the research were students aged fifteen to nineteen who were attending a general grammar school in České Budějovice where the studies are not specialized in any specific field of study but rather in general knowledge and preparation for subsequent studies at the university. Students from this grammar school were in the same grade as students from the Pilsner secondary school (twenty students from the first grade and twenty students from the third grade). The difference is that those students from the grammar school left basic school after five years of learning at the age of ten or eleven. All grammar school students have been learning English at least for six years. They have three English lessons at school per week. The difference between the number of male and female students was not as rapid as in the second school. Twenty-five respondents were female and fifteen respondents were male. Fourteen students claimed to attend another English course apart from school. All forty students learn

German in addition to English. There are students who learn a third language as well. For instance, a few students learn the Japanese, Russian, Spanish, Arabic, Turkish, Latin or Slovak languages.

Process

The data were collected during one week in May 2015. Teachers were very obliging and provided me with time in their lessons to distribute the questionnaires. Students were asked to fill in the questionnaires which were anonymous. Instructions in the questionnaire were clear. Nevertheless, students were encouraged to ask questions if there was anything unclear. The questionnaires were given to students in the Czech language to make sure everyone understands the questions. The important aspect of the questionnaire is the fact that there exist no correct or incorrect answers to the statements so students did not have to get stressed.

Data Analysis Process

Firstly, the questions 5, 7, 8, 9 and 10 from the first part of the questionnaire were calculated with the help of percentages coefficients. The percentages were calculated from the total number of respondents (eighty) with no regard to age or school. The results from the question 6 were illustrated in the graph in order to see exact numbers to all answers. The aim was to find out students' overall relationship to English language and vocabulary, and if students are provided with tips from their teachers.

Secondly, the frequency of using individual strategies is depicted in the graphs. The frequency of using all six learning strategies (memory, cognitive, compensation, metacognitive, affective and social strategies) is illustrated in the graphs. Every set of strategies includes one graph where the frequency of using individual strategies by all respondents without regard to age is illustrated and one graph dedicated to comparison of frequency of using strategies between the 1st and the 3rd grade.

Next, at the end of the chapter, the overall frequency of using all six strategies by all eighty respondents is illustrated in the graph. The summary of differences in using learning strategies by the two grades is provided. The results from part G are depicted in the chart in order to see the exact figures.

The frequency was calculated according to the method of a weighted average. The results presented in the graphs show us how often the strategies are used.

The results of frequency were evaluated according to Figure 5 inspired by Oxford (1990) who used the 5-point Likert scale.

	Frequency	Average
HIGH	Always or almost always used	4.5 to 5.0
	Very often used	3.5 to 4.4
MEDIUM	Sometimes used	2.5 to 3.4
LOW	Generally not used	1.5 to 2.4
	Never used	1.0 to 1.4

Figure 5. The chart serving as a model for calculating the frequency. (Oxford, 1990, p.300)

In conclusion, the research explored the questions whether vocabulary learning strategies are used by students when they learn new words. The results and implications of the research are covered in the following chapters.

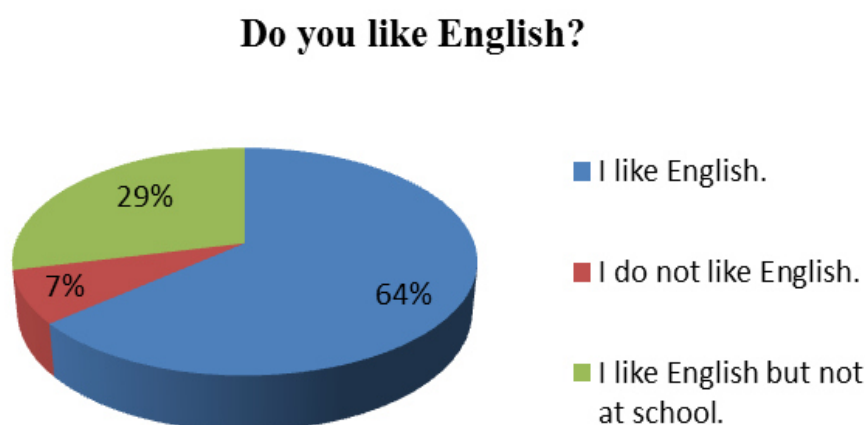
IV. RESULTS AND COMMENTARIES

The objective of the chapter is to present the collected data and analyze them on the basis of the theoretical background provided in the theoretical chapter. Evaluated data from the obtained questionnaires are illustrated in graphs to see exact figures.

Students' Relationship to English Language and Vocabulary (Questions 5-10)

There were six questions in the first part of the questionnaire whose aim was to find out: if the students like English language; what their biggest motivation for learning English is; if their teachers give them advice how to learn vocabulary; if they learn other vocabulary apart from those presented at school and what they think about their knowledge of English in comparison with their classmates. These questions were included in the questionnaire because the results can have an influence on the results concerning using learning strategies. For instance, if it were found out that teachers do not give any tips how to learn new vocabulary, the possible low frequency of using learning strategies could be attributed to the lack of information students were provided.

Question 5. ("Do you like English?") Question number 5 tested if the students like the English language in general or not. The results can have further effect on the students' motivation to learn. 64% of eighty respondents stated that they like English; 7% of the respondents claimed that they do not like English; 29% from the total number of the respondents like English but not at school. All six students representing those who do not like English are from the secondary school in Plzeň. The results are shown in Graph

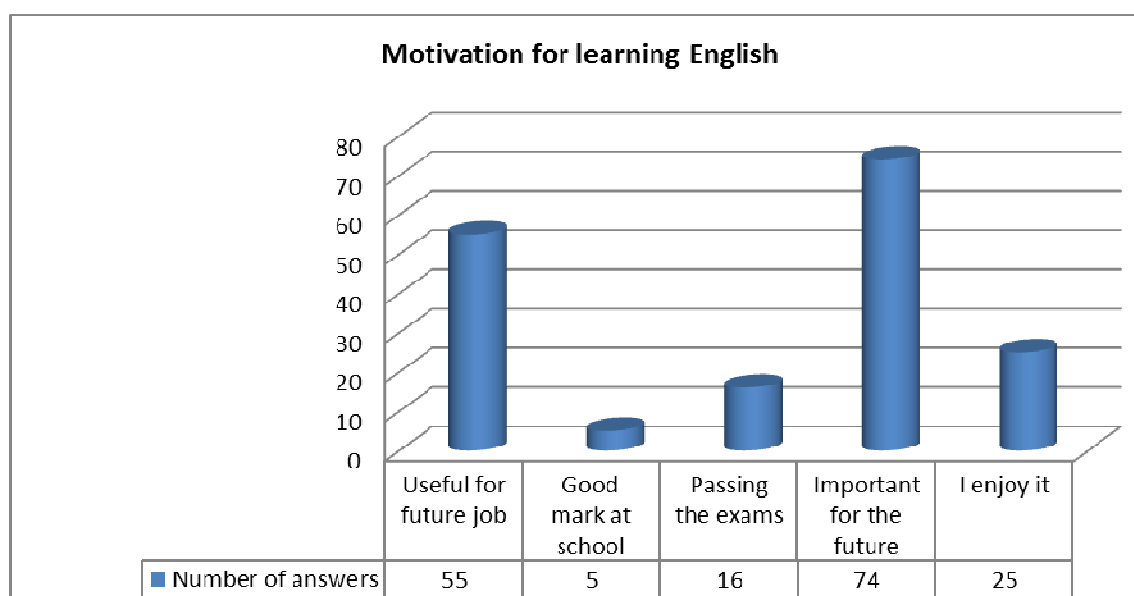


Graph 1. Popularity of the English language among the respondents.

Question 6. („What is the biggest motivation for you to learn English?“) In question number 6, the learners were asked about their motivation for learning English. Five options representing both intrinsic and extrinsic motivation, presented in the theoretical part of the thesis, were offered to select from. It was possible to circle an arbitrary number of answers (0 to 5) or express own reasons. The biggest motivation for the students is the fact that English is very important nowadays and they will probably use it in their future. The second biggest reason for learning English is the idea that it is useful for the future career. On the third place, there is the reason that students enjoy English. Passing the exams represents the fourth biggest motivational factor for learning. Only five students out of eighty are motivated by getting a good mark at school. Number of answers to individual questions is given in Graph 2.

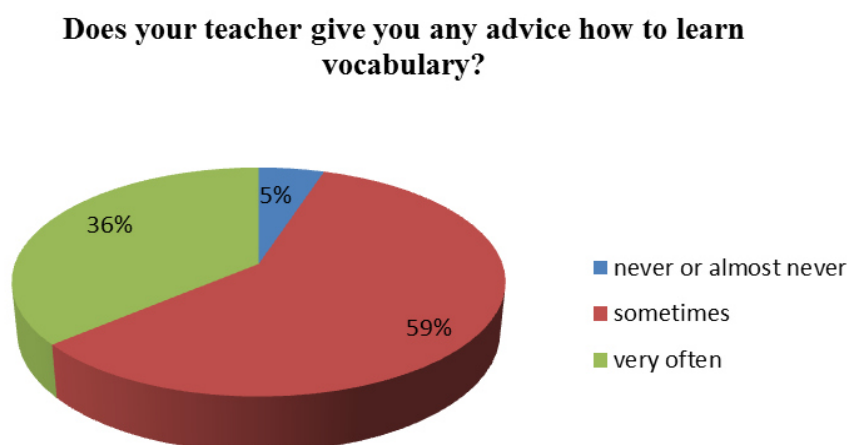
The respondents were allowed to write own reasons why they want to learn English. Other motivating factors mentioned by the students were following: they want to understand the films and songs; they want to pass maturita exam; they want to communicate with people from foreign countries; two students want to live in an English speaking country; one student is interested in the culture of English speaking countries and one student literally wrote “I would be nothing on Twitter without English”.

In conclusion, the students are aware of the importance of the English language in today’s world. They do not learn only because of getting a good mark at school, but they realize that English could be very useful for their life.



Graph 2. Factors that motivate students to learn English.

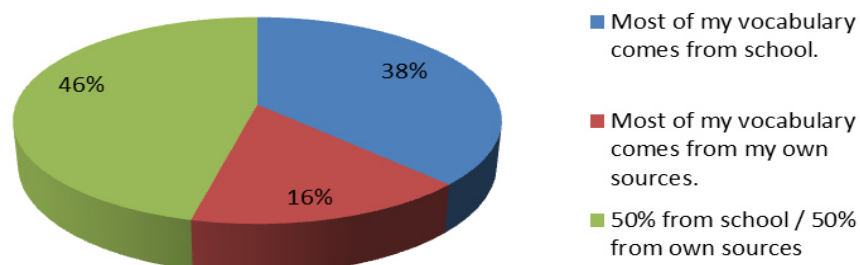
Question 7. (“Does your teacher give you any advice how to learn vocabulary?”) The aim of this question was to find out if the teachers provide students with tips how to learn vocabulary. It was not precisely specified, if for instance, the option “sometimes” means once a month or twice a week etc. Nonetheless, students definitely cannot know exactly in details how often they are given pieces of advice by their teachers. Therefore, the objective was to assess if they think they are advised at all. It is important to add the information that the respondents are taught by three different teachers. 36% of the respondents thought that their teacher provides pieces of advice very often. 59% of the respondents claimed they are sometimes given advice how to learn. Finally, only 5% of the respondents stated that their teacher never or almost never instructs them how to learn. In conclusion, this question could be considered as quite subjective due to the fact that it is possible that students sometimes do not pay attention during the lesson and do not notice teachers’ advice. The results are displayed in Graph 3.



Graph 3. Frequency of teachers' giving advice to the students.

Question 8. (“Do you think that most of your vocabulary knowledge comes from school?”) Question 8 was included in the questionnaire in order to ask the students about learning vocabulary on their own apart from the school. 38% of the respondents thought that most of their vocabulary knowledge comes from school. 16% believed most of their vocabulary comes from their own sources. 46% of the respondents stated it is half-and-half from both their sources and from school. This question was perhaps difficult to answer but the aim was to gain at least approximate figures. Graph 4 illustrates the results.

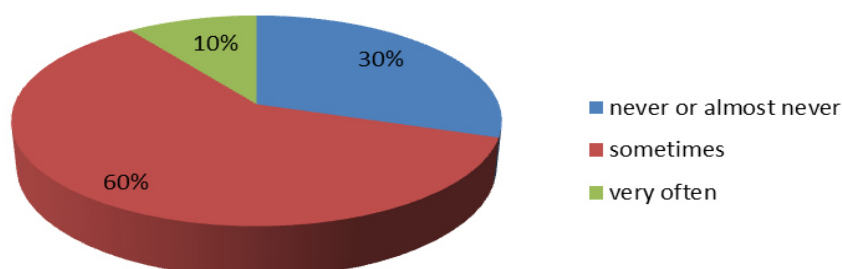
Where does students' vocabulary knowledge mostly come from?



Graph 4. Origin of students' vocabulary knowledge.

Question 9. (“Do you actively learn new vocabulary outside the classroom (vocabulary that was not taught at school“)? The objective of the ninth question was to examine if the students learn other vocabulary than those presented at school. 30% of the respondents never or almost never learn other vocabulary than those from school. There was an obvious disproportion in answers between the two examined schools. Seventeen students from secondary school in Plzeň never or almost never learn other vocabulary. On the other hand, seven students from the grammar school answered the same. 60% of the respondents sometimes learn other vocabulary and 10% learn other vocabulary very often. In conclusion, the number of students learning other vocabulary prevails over the number of students never learning other vocabulary than those from school. The data are presented in Graph 5.

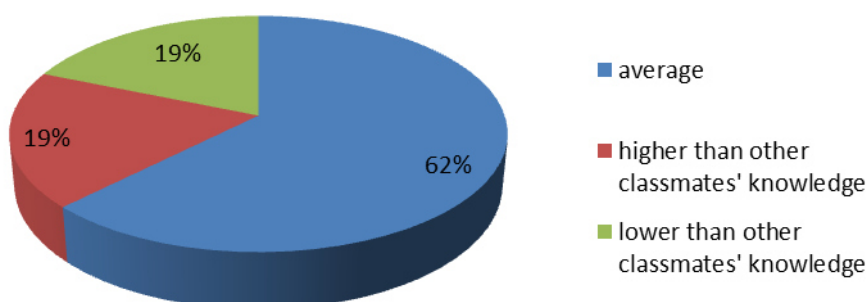
Do you actively learn new vocabulary outside the classroom (vocabulary that was not taught at school)?



Graph 5. Frequency of learning new vocabulary outside the classroom.

Question 10. (“In your opinion, what is your knowledge of English compared to your classmates?”) With question number 10, it was intended to explore what the students think about their knowledge of English in comparison with their classmates. This question was supposed to make the students think about their knowledge and prove that they are able to evaluate their own performance. Nevertheless, the answers could be influenced by students’ self-confidence. Therefore, it cannot be said that the results accord with the reality. On the other hand, it is problematic to assess students’ knowledge at all because everyone is good at something else e.g. one can be good at writing but not at speaking. However, 62% of the respondents regarded their knowledge as average. 19% believed their knowledge is better than the others’ and 19% thought they are worse than other classmates. Graph 6 depicts the percentages of the collected data.

Students' knowledge of English in comparison with other classmates



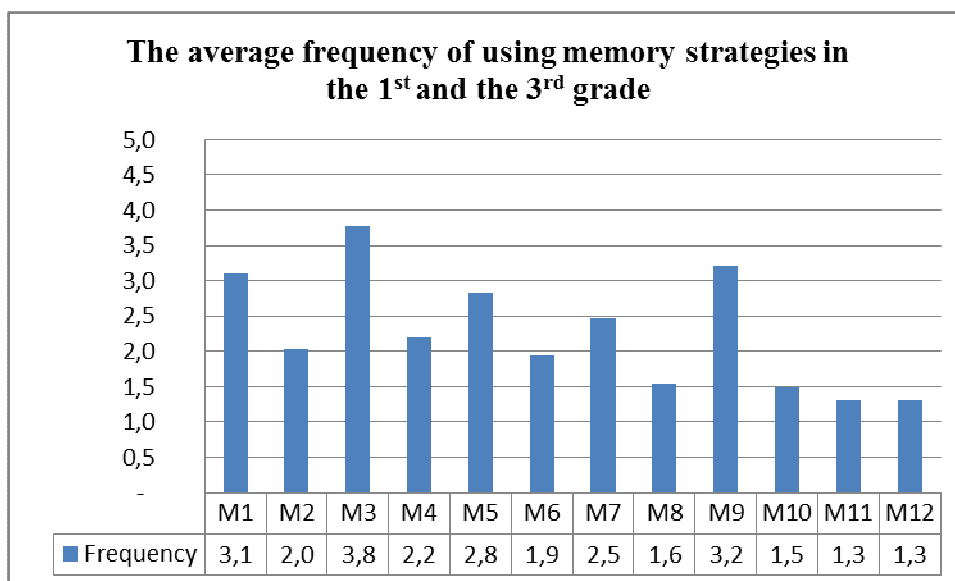
Graph 6. Respondents' opinion about own knowledge of English in comparison with classmates.

The Average Frequency of Using Learning Strategies (Part A- Part F)

Memory strategies. (Statements 1- 12).

The average frequency of using memory strategies by all respondents. Graph 7 shows how often memory strategies are used by eighty learners aged 15 to 19 from two different schools. Twelve memory strategies (M1-M12) are depicted in the graph in accordance with the order of questions in the questionnaire (see Appendix D).

There are evident differences in the frequency of using individual strategies. On average, memory strategies are generally not used.



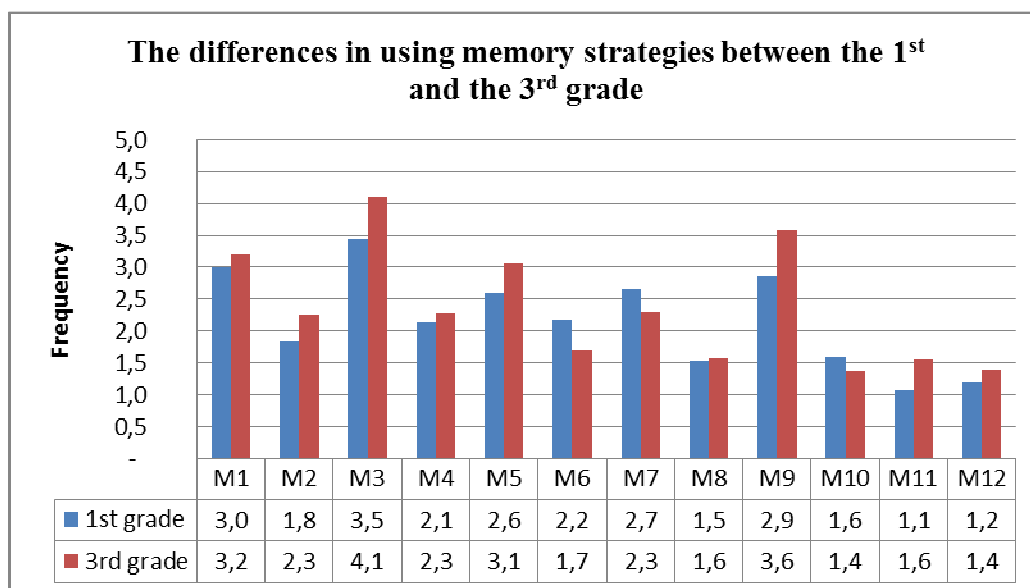
Graph 7. The average frequency of using memory strategies by all respondents.

Strategies M11 and M12 (underlining the initial letter of the word and method of creating a story from new words) are never or almost never used. Strategies M10 (keyword method), M8 (Total Physical Response), M6 (rhyming), M4 (associating new word with personal experience) and M2 (using new word in a sentence) are generally not used. Strategies M1 (drilling), M5 (associating new word with a specific situation), M7 (mnemonic techniques) and M9 (remembering new words according to visual memory) are sometimes used. Strategy M3 (saying word aloud) is usually used.

Comparison of the results in the 1st and the 3rd grade. There were forty respondents from the 1st grade and forty respondents from the 3rd grade. The differences in frequency of using individual memory strategies between the two grades are pictured in Graph 8. There is no significant difference in the general use of memory strategies between the two grades. On average, students from both grades do not generally use memory strategies. Nevertheless, students from the 3rd grade showed more frequent use of most memory strategies.

The biggest difference was remarked in the strategy M5. More students from the 3rd grade claim that they remember words with the help of visual memory. The second biggest difference was found in the strategy M3. In comparison with the 1st grade, more students

from the 3rd grade say the word aloud when studying. On the other hand, students from the 1st grade learn more frequently with the help of mnemonic techniques and creating rhymes.



Graph 8. Comparison of the results in using memory strategies between the two grades.

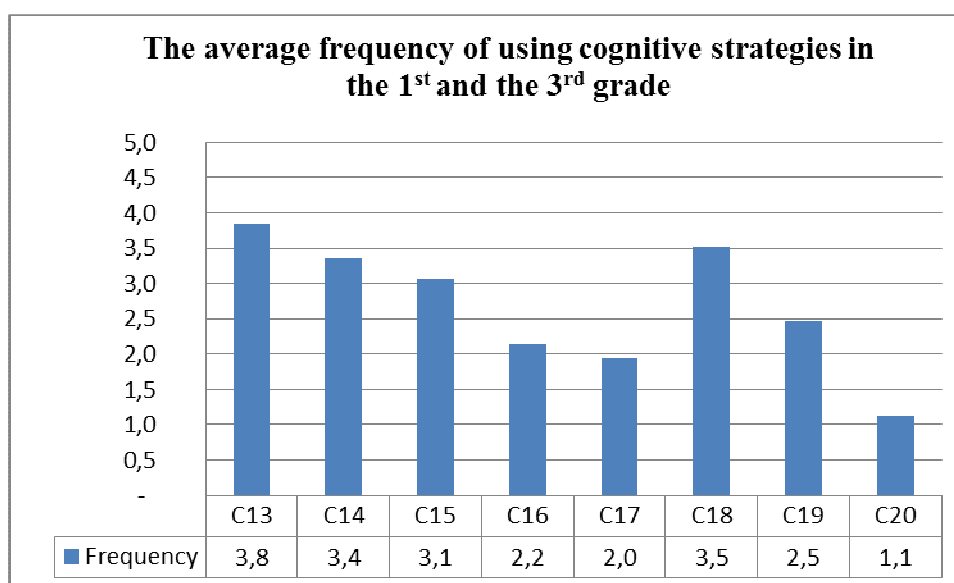
In conclusion, the frequency of using memory strategies is low in both grades. Some strategies such as grouping words together within a storyline or key word method can be time-consuming or hard to apply. Not all students are endowed with inventiveness which is undoubtedly necessary to create mnemonic techniques, key words, rhymes, stories etc. Perhaps, it can be easier for students to memorize words rather than create mental linkages.

Cognitive strategies. (Statements 13- 20).

The average frequency of using cognitive strategies by all respondents. Eighty students from the 1st and from the 3rd grade were asked to decide how often they use cognitive strategies during their learning process. Eight statements representing individual cognitive strategies were included in the questionnaire. The frequency of using eight different cognitive strategies (C13-C20) is depicted in Graph 9.

In general, the respondents proved more frequent usage of cognitive strategies than memory strategies mentioned in the previous part. On average, cognitive strategies are sometimes used by the respondents to support the learning process.

After analyzing frequency of individual cognitive strategies, it was discovered that almost no one puts English labels on physical objects (C20). Most students do not read books in English (C16); only thirteen out of eighty students stated that they read books in English often. The strategy of finding words in the Czech language that are similar to new words in English (C17) is also not generally used. The students who do not try to find patterns in English and study the English language in depth (C19) prevail over those who do. Nevertheless, according to the figures in the graph it can be said that this strategy is sometimes used. The respondents sometimes watch English language films without subtitles (C15) and sometimes practice the sounds of English (C14). The method of skimming the text (C18) is used often. The respondents often say or write a new word several times (C13).



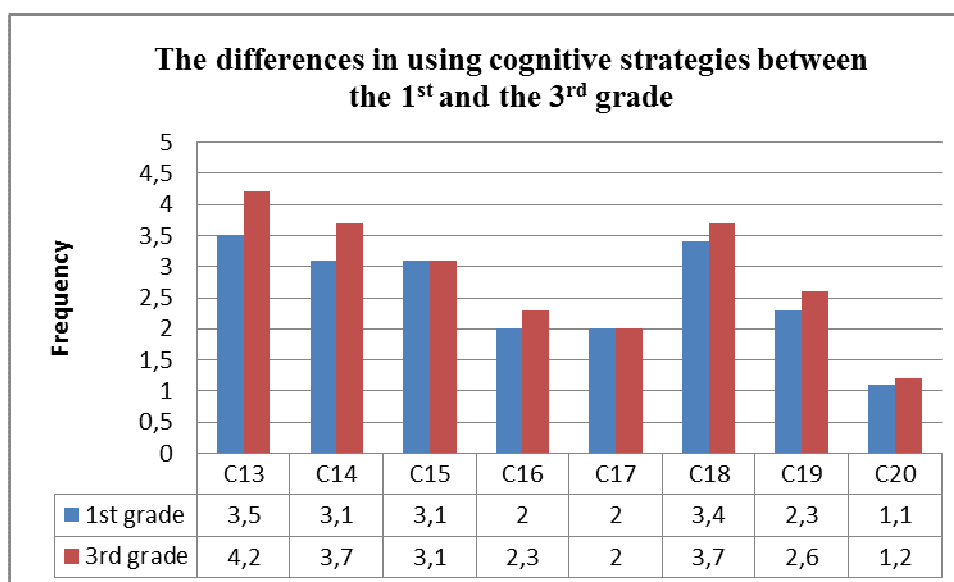
Graph 9. The average frequency of using cognitive strategies by all respondents.

Comparison of the results in the 1st and the 3rd grade. Answers from forty respondents from the 1st grade and from forty respondents from the 3rd grade were compared in order to identify the differences in the frequency of using individual cognitive strategies. The differences in frequency of using individual cognitive strategies between the two grades are pictured in the Graph 10. At first sight, there are no significant differences in the figures between the two grades.

It is evident from the graphic results that the students from the 3rd grade use cognitive strategies more frequently than the students from the 1st grade. However, the differences are not big. Two strategies are even used equally in both grades. The biggest

differences were found in strategies C13 and C14. The students from the 3rd grade more frequently say and write new words repeatedly. In comparison with the students from the 1st grade, the students in the 3rd grade practice the pronunciation more often.

In conclusion, the frequency of using cognitive strategies is medium in both grades without any significant differences between each other.



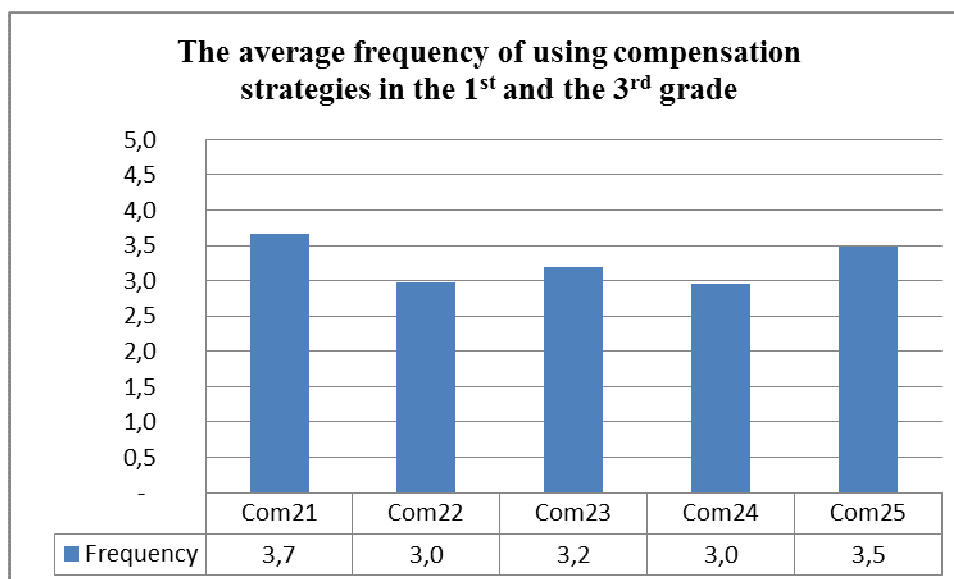
Graph 10. Comparison of the results in using cognitive strategies between the two grades.

Compensation strategies. (Statements 21-25).

The average frequency of using compensation strategies by all respondents.

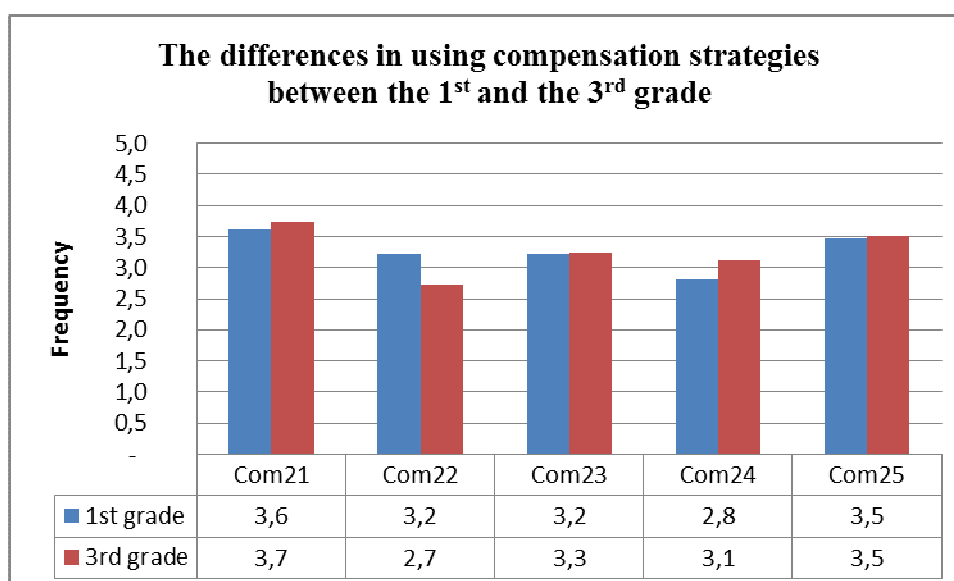
Eighty respondents from two different schools reacted to five statements regarding compensation strategies (Com21- Com25). The frequency of using cognitive strategies is revealed in Graph 11. The results in the graph show that compensation strategies are used quite often in comparison with memory and cognitive strategies. The students often guess the meaning of unknown words (Com21). They sometimes gesticulate and use mime during a conversation when they cannot recall a word (Com22). Medium frequency of making-up new words when not knowing was recorded among the respondents (Com23). Occasional use of reading texts without looking up every new word (Com24) was revealed in answers of most students. The respondents often use synonyms when they cannot think of an English word (Com25).

To sum up, compensation strategies are quite popular among the respondents. If a person does not know a word, it is natural to try to say it in another way in order to make oneself understood.



Graph 11. The average frequency of using compensation strategies by all respondents.

Comparison of the results in the 1st and the 3rd grade. The differences in the frequency of using compensation strategies between forty respondents from the 1st grade and forty respondents from the 3rd grade are represented in the Graph 12. It is apparent that the differences between the two grades are not big again.



Graph 12. Comparison of the results in using compensation strategies between the two grades.

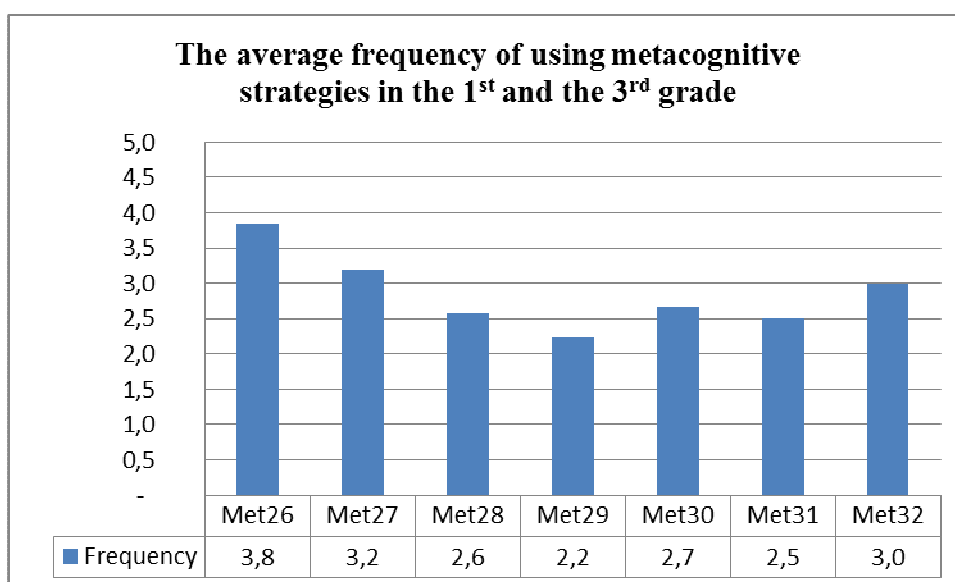
The frequency of using compensation strategies is medium in both grades. Compensation strategies are used almost evenly without regard to the age of students. The biggest difference in the frequency was found in strategy Com22. The students from the 3rd grade

showed markedly less frequent usage of mime and gestures. Nevertheless, using this strategy strongly depends on one's personality type and their expressiveness. Some students can be too shy to gesticulate expressively. They might prefer looking new words up in a dictionary to making mimes and gestures.

In conclusion, there were no big differences found between the 1st and the 3rd grade in the matter of using compensation strategies.

Metacognitive strategies. (Statements 26-32).

The average frequency of using metacognitive strategies by all respondents. Part D in the questionnaire, representing seven metacognitive strategies (Met26 – Met32), was answered by forty students from the 1st grade and forty students from the 3rd grade. Graph 13 illustrates the results of using metacognitive strategies by all respondents.



Graph 13. The average frequency of using metacognitive strategies by all respondents.

In total, the average usage of all metacognitive strategies together can be defined as medium. Differences in using individual metacognitive strategies are visible in Graph 13. The positive result is that most of the respondents try to learn from their mistakes (Met26).

Only one respondent answered that he/she never tries to learn from his/her mistakes and two respondents claimed to almost never learn from their mistakes.

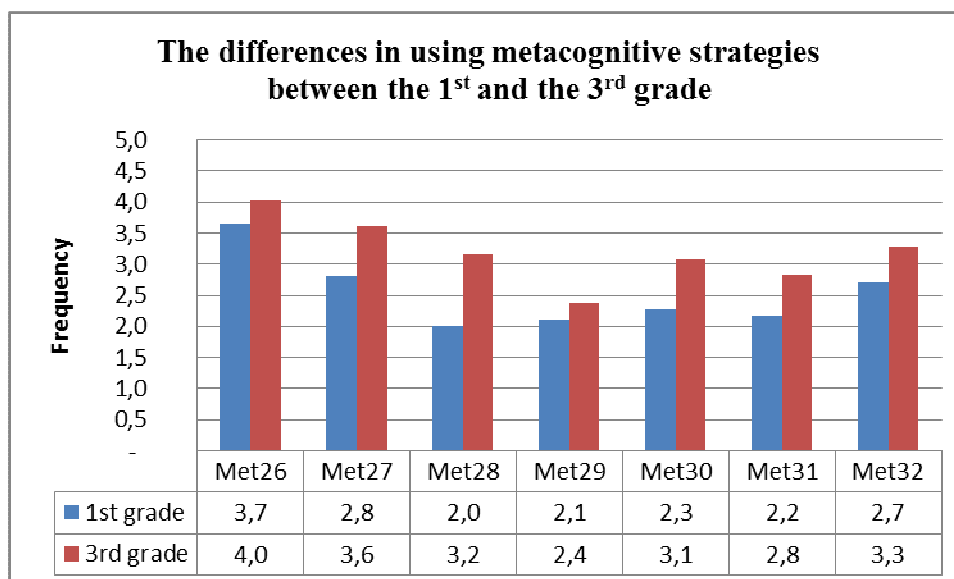
On average, the respondents sometimes try to find out how to be better learners of English (Met27). Thirty-nine out of eighty respondents never or almost never plan their schedule in order to have enough time for learning English (Met28).

In general, the respondents almost never test their vocabulary on their own (Met29). Sometimes, they evaluate themselves and their performance (Met30). Forty-six respondents out of eighty never or almost never have clear goals for improving their English skills (Met31). Unfortunately, the frequency of having clear goals is not as satisfying. On the contrary, the respondents proved better results in strategy Met32. They sometimes try to think about their progress in learning English which is a positive fact. Only eight respondents do not ever think about their progress. If students become aware of their progress (even if it is a slow progress), it can be motivating for further learning.

To conclude, the respondents showed that metacognitive strategies are used from time to time. The differences between individual strategies can be observed. Unfortunately, the research did not focus on the question if the teachers present learners methods how to employ metacognitive strategies. Taking this fact into consideration, it cannot be stated that the learners ignore teachers' advice or they are not aware of this kind of strategies. However, metacognitive strategies are very important and students should be acquainted with them.

Comparison of the results in the 1st and the 3rd grade. The differences in the frequency of using metacognitive strategies between forty respondents from the 1st grade and forty respondents from the 3rd grade are depicted in Graph 14. This time, compared to the students from the 1st grade, the respondents from the 3rd grade evinced notably higher use of metacognitive strategies.

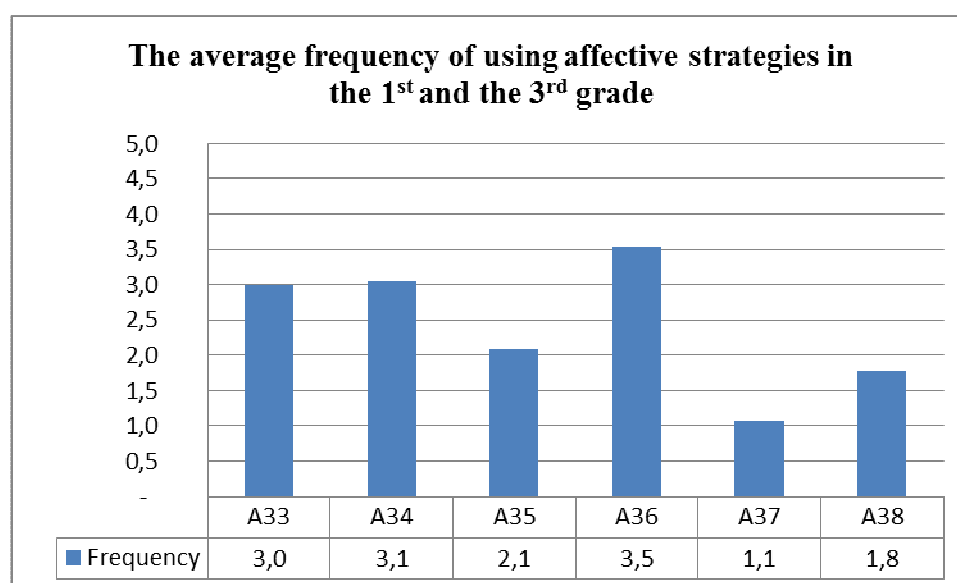
The biggest difference was achieved in strategy Met28. The respondents from the first grade do not generally plan their schedule to have enough time for studying English. On the contrary, the students from the 3rd grade sometimes plan their time. Other significant differences are evident in strategies Met27 and Met30. In comparison with the 3rd grade, the respondents from the 1st grade do not often try to find ways how to learn English better and they do not generally evaluate themselves. Lastly, it can be summarized that the differences between the two grades were so far the biggest in comparison with strategies introduced in previous subchapters.



Graph 14. Comparison of the results in using metacognitive strategies between the two grades.

Affective strategies. (Statements 33-38).

The average frequency of using affective strategies by all respondents. The aim of Part E was to find out how often affective strategies are used by eighty respondents from two different schools. The respondents were supposed to choose the frequency of using affective strategies in six statements A33- A38). The results of frequency of using affective strategies are recorded in Graph 15.

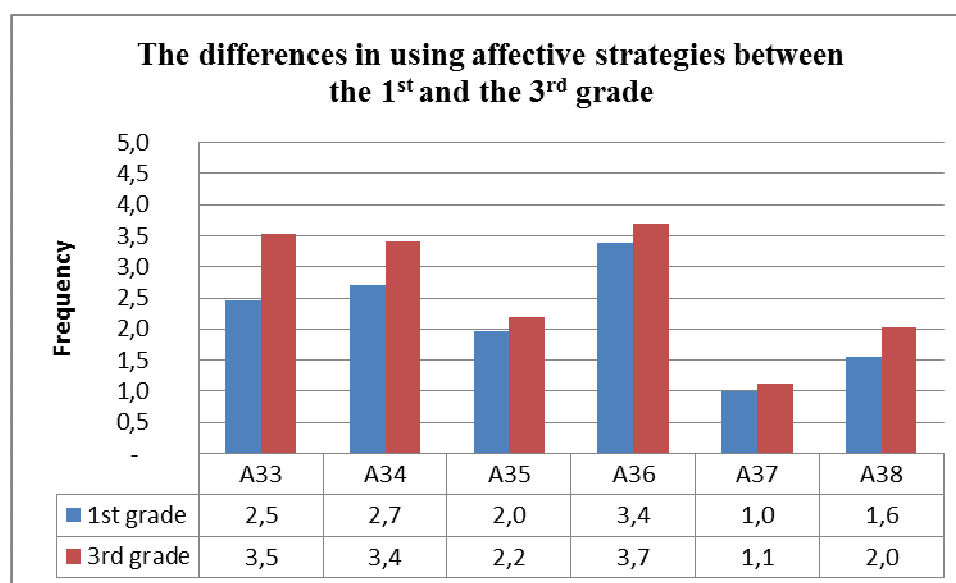


Graph 15. The average frequency of using affective strategies by all respondents.

At first sight, the differences between the use of individual strategies are apparent. On average, the low frequency of using affective strategies can be observed in the graph. Sometimes, the respondents try to relax whenever feeling afraid of using English (A33) and from time to time, they encourage themselves when afraid of making mistake (A34). In general, the respondents do not reward themselves after doing well in English (A35). High frequency of perception of own nervousness and emotions was discovered among the respondents (A36). On the contrary, the respondents never or almost never write down their feelings in a language learning diary (A37) and they do not generally talk to someone else about their feelings when learning English (A38).

In conclusion, affective strategies are not generally used by the respondents. Half of the strategies are never or almost never used and half of them are sometimes employed.

Comparison of the results in the 1st and the 3rd grade. The results of frequency of using affective strategies by forty respondents from the 1st grade are compared with the results from forty respondents from the 3rd grade. The differences are shown in Graph 16.



Graph 16. Comparison of the results in using affective strategies between the two grades.

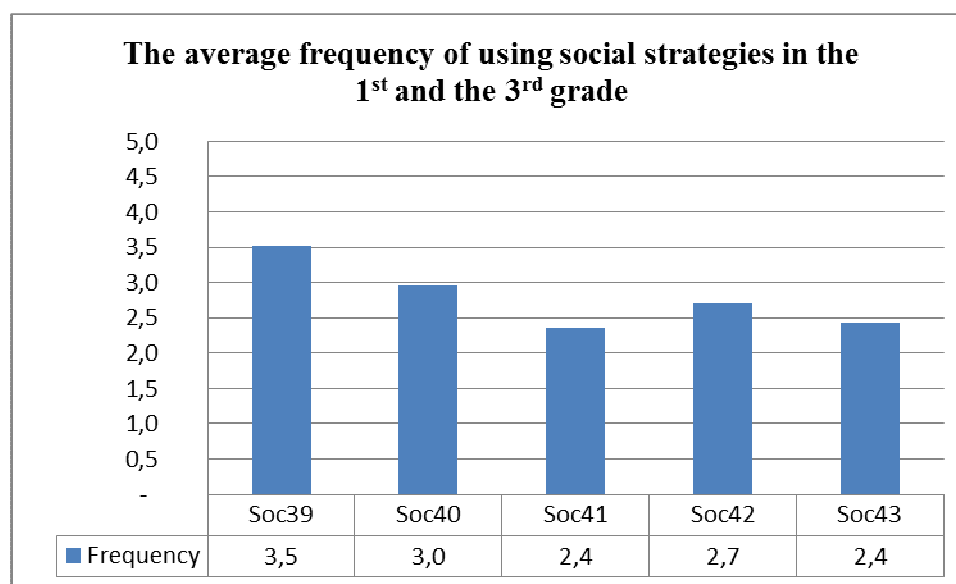
The respondents from the 3rd grade achieved higher frequency of using affective strategies than the respondents from the 1st grade. There is no single strategy used by the 3rd grade which would be used more frequently by the 1st grade students. The biggest difference was found in the frequency of relaxing whenever feeling afraid of using English. The students from the 3rd grade encourage themselves significantly more often than the students from the 1st grade. These results can be influenced by the fact that students from

the 3rd grade can be more experienced and used to communicating in English. Nevertheless, they are in the higher grade and they have been attending the school longer. Furthermore, the students from the 1st grade at the secondary school in Plzeň were attending the secondary school for the first year, so they were in the process of getting used to new environment and new teachers which can be considered as a factor influencing their behaviour. The students from the 3rd grade talk to someone else about their feelings more often.

To conclude, a higher frequency of using affective strategies was found out in the 3rd grade which can be perhaps attributed to the age or more experiences.

Social strategies. (Statements 39-43).

The average frequency of using social strategies by all respondents. Part F was comprised of five statements (Soc39-Soc43) standing for social strategies. Eighty students responded to the question how often they deal with social interaction during the learning process and how often they collaborate with others. The obtained data are depicted in Graph 17.



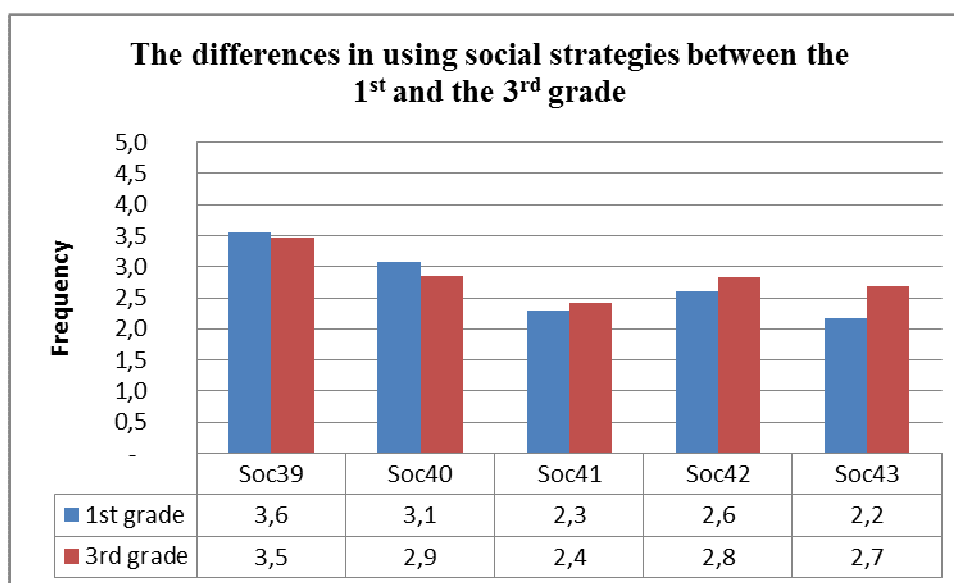
Graph 17. The average frequency of using social strategies by all respondents.

As can be seen from Graph 17, two strategies were labelled as “generally not used” (Soc41 and Soc43), two strategies were classified as “sometimes used” (Soc40 and Soc42) and one strategy was ranked among “usually used” (Soc39). On average, social strategies are sometimes used. The highest result was achieved with the strategy when the students

ask for explanation if they do not understand anything during listening to the others. Surprisingly, there were a bigger number of the respondents who prefer being corrected by their classmates. Considering this statement, I expected that majority of the respondents would be rather uncomfortable when being corrected by someone else than a teacher. Furthermore, the respondents do not generally learn with their friends or classmates and they do not generally ask anyone to test their vocabulary. Sometimes, they are interested in the culture of English speaking countries.

To sum up, the overall results prove that using social strategies in both grades tends to be occasional. There are certain differences in the use of individual strategies.

Comparison of the results in the 1st and the 3rd grade. The differences in using social strategies between forty students from the 1st grade and forty students from the 3rd grade were examined and illustrated in Graph 18.



Graph 18. Comparison of the results in using social strategies between the two grades.

There are no significant differences in individual strategies between both grades. Two strategies are used more by the 1st grade and three strategies are more frequently used by the 3rd grade. The biggest difference was found in the strategy concerning testing vocabulary by friends or parents. The students from the 3rd grade let their parents or friends test their vocabulary more often than the respondents from the 1st grade. This result could be surprising due to the expectation that the older students would not let test anyone else

their vocabulary more often than the younger students. Nevertheless, they can be used to it or they did not tell the truth when having filled in the questionnaire.

It can be concluded that except from one strategy, there are almost no differences in using social strategies between the both grades. In general, social strategies can be marked as “sometimes used” by the both grades.

Using Dictionaries and Recording Vocabulary in Both Grades (Part G)

Part G was compiled in order to find out if the respondents use dictionaries and how they record new vocabulary. The results of this part are recorded in a table to see the exact numbers of answers to every category of frequency. See Table 1.

Table 1

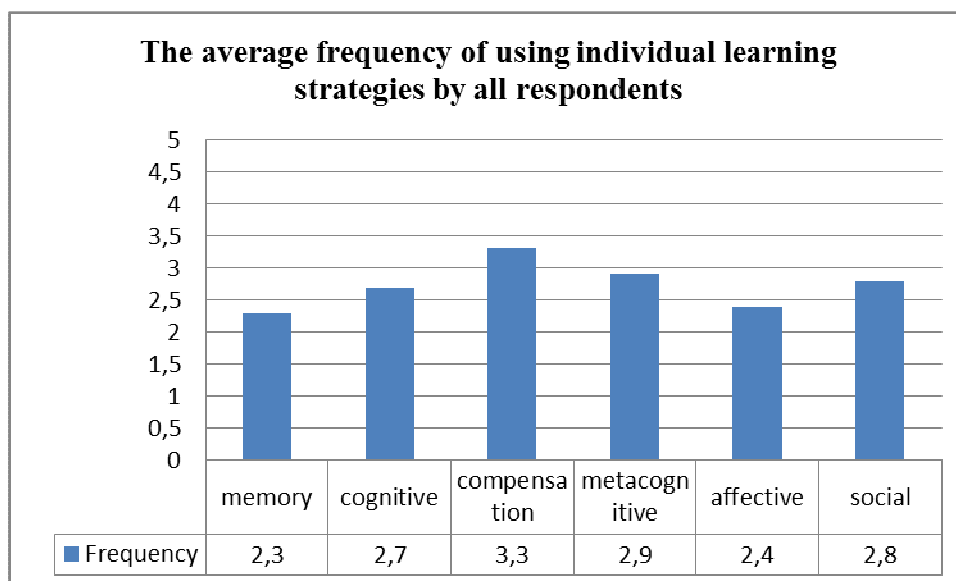
Frequency of using dictionaries and the ways of recording new vocabulary by all respondents

	Always or almost always	Often	Sometimes	Generally not	Never
1. I use monolingual dictionary.	4	14	16	20	26
2. I use bilingual dictionary.	13	35	24	3	5
3. I learn new vocabulary only from the course book.	3	6	16	41	14
4. I have my own system of recording vocabulary (graphs, charts, mind-maps, sentences etc.).	4	7	7	26	36
5. I record new vocabulary on mobile phone or other type of recorder.	0	1	4	9	66
6. I have a notebook where I write new English word and its Czech equivalent.	16	18	10	11	25
7. I inscribe the translation of a word directly into the text.	30	24	14	4	8

It is apparent that the respondents prefer using bilingual dictionaries rather than monolingual dictionaries. Most of the respondents do not learn new vocabulary only from the course book but from other sources as well. This question corresponds with the question from the first part of the questionnaire where the respondents were asked where their vocabulary knowledge mostly comes from. A large number of the respondents mentioned that they know certain vocabulary from films, series, songs or computer games. The teacher from the secondary school in Plzeň expressed the opinion that her students do not have special notebooks for new vocabulary. They have vocabulary in their course books ordered according to the course book's units and most of the time they learn vocabulary directly from the course book. The teacher's statement about keeping vocabulary notebooks proved rather true. The respondents tend to have no own system of recording vocabulary. When they note down new vocabulary, they mostly write an English word with its Czech equivalent. As it was estimated in the theoretical part, the students often inscribe the translation of a word directly into the text. In conclusion, the results show that the students mostly do not have own systematic methods of recording new vocabulary.

The Average Frequency of Using Individual Strategies by All Respondents

Graph 19 depicts the average frequency of using individual strategies in both grades together (by all eighty respondents).

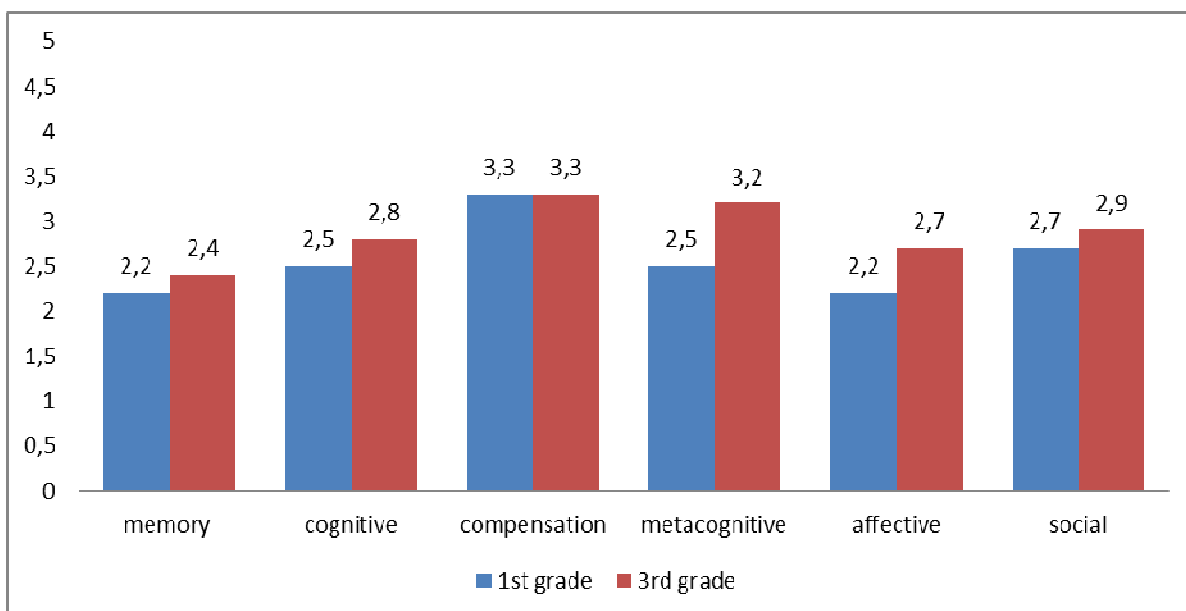


Graph 19. The frequency of using individual learning strategies by all respondents.

On average, the frequency of using all learning strategies by all respondents is medium. Most frequently, the respondents use compensation strategies. The least used strategies are memory strategies. Perhaps, they can seem too time-consuming to the learners or students do not consider them helpful or they just do not know them. Affective strategies are not generally used as well. Cognitive, metacognitive and social strategies are sometimes used. There are no significant differences in the frequency of using individual strategies.

Comparison of the Results

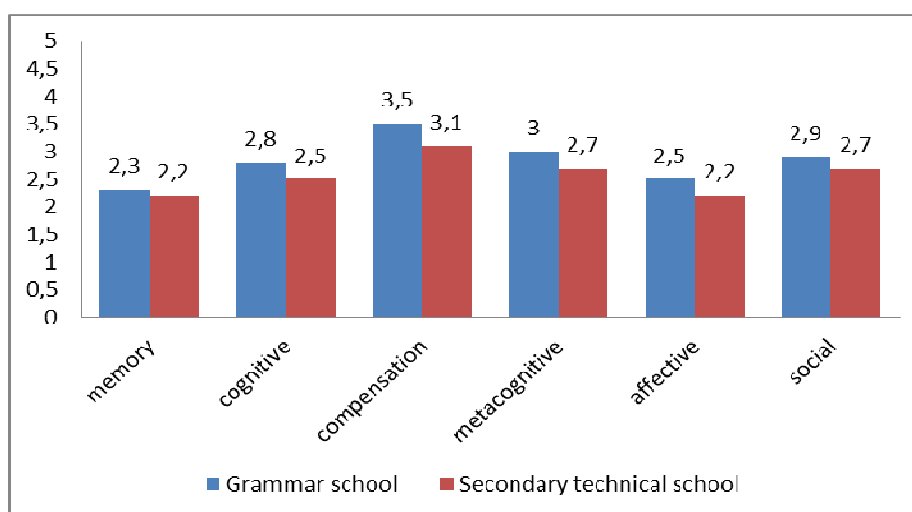
Comparison of the results between the 1st and the 3rd grade. Graph 20 illustrates the differences in the frequency of using all previously mentioned strategies between the 1st and the 3rd grade. It is evident from the graph that the respondents from the 3rd grade showed an overall higher frequency of using learning strategies than the respondents from the 1st grade. The reasons for these results can be various. Using learning strategies can be influenced by the age of the respondents, their motivation, teacher etc. Nevertheless, learning strategies are not used very often in general by both grades.



Graph 20. The frequency of the use of individual strategies in the 1st and in the 3rd grade.

Comparison of the results between two different schools. According to Graph 21, the frequency of using learning strategies by the students from the grammar school is higher than the frequency of using learning strategies by the students from the secondary

technical school. Despite the results, no extreme differences in the frequency of using learning strategies were found between the two schools.



Graph 21. The differences in using learning strategies between the two schools.

Summary of the Results and Conclusion

It has been discovered that the majority of the respondents like the English language. They are highly aware of the importance of the English language for their future. The intrinsic motivation has shown to be more important for the respondents than the extrinsic one. These are the facts their teachers can benefit from. It is certainly easier to motivate students who like the language and are willing to learn. The respondents were asked if they are given any tips how to learn vocabulary from their teachers. It was found out that they are at least sometimes provided with tips for learning. Unfortunately, it was not specified what kind of tips they are given. Therefore, it cannot be said with the certainty if students were familiar with learning strategies before they filled in the questionnaire.

Most of the respondents claimed that they do not learn exclusively vocabulary presented at school which means that they try to learn actively at home as well. The respondents were asked to evaluate their knowledge in comparison with their classmates. The majority of the students consider their knowledge average.

The following parts of the questionnaire were focused on a frequency of using learning strategies by learners. It can be stated that the frequency of using learning strategies by all respondents is medium in general. Compensation strategies are the most used strategies. The cause of this result can be the fact that if learners need to make themselves understood and they cannot recall necessary words, they cannot avoid

compensating for limitations in their language. The least used strategies are memory strategies. The reason can be ascribed to the lack of inventiveness or the fact that applying memory strategies is time-consuming. Another reason could be that the respondents were not acquainted with the strategies and they do not know them. The frequency of using other strategies was evaluated as medium.

The comparison of the frequency of using all learning strategies between the two grades has been made. It was discovered that learning strategies are more frequently used in the 3rd grade. However, the differences between the two grades were not significant.

Last but not least, the use of learning strategies between the two schools was compared. The grammar school has shown more frequent usage of learning strategies. Nevertheless, the differences were not striking.

In this chapter, the results gained from the respondents from two secondary schools were presented. The frequency of using individual strategies by all respondents was introduced together with the comparison of frequency of using learning strategies between the 1st and the 3rd grade. Nonetheless, the results cannot be regarded as unambiguously indisputable since there were many factors that may have affected the plausibility of the research. These limitations, besides pedagogical implications and further suggestions for research, are mentioned in the following chapter.

V. DISCUSSION

The results in the previous chapter have shown a medium frequency of the use of learning strategies among the students from the two selected secondary schools. Concerning the methods of recording new vocabulary, students seem to neglect noting down new words in a systematized manner. The results from the first part of the questionnaire have indicated that the majority of the respondents do like the English language. Therefore, it is the teachers' task to take advantage of the students' positive attitude to the language by motivating them to enjoy English lessons and stimulating them to plan their own independent learning process. The main objective of this chapter is to suggest the pedagogical implications for teachers based on the research. The chapter also describes the limitations of the entire research, and furthermore, suggestions for further research are included.

Implications for Teaching

The teachers' aim should be to help students become independent learners in and out of class. McCarten (2007) states that teachers can help students to be better learners by setting structured learning tasks which can be done out of class. She claims that teachers need to help students understand that learning is a gradual process and encourage them to search for additional information on their own, personalizing the learning experience and adapting it to their individual needs (p.26). Moreover, she suggests helping students with constructing a vocabulary notebook, giving advice to use resources such as dictionaries and the Internet, and finding opportunities to use English. According to McCarten (2007), teachers can offer guidance how to record vocabulary. The results of the research have signaled problems around keeping organized notebooks with vocabulary. However, teachers should not demand specific kind of recording vocabulary, but offer various possibilities. For instance, students can implement labeling pictures or diagrams, completing charts and word webs, writing true sentences, creating short dialogues etc. (McCarten, 2007, p.25). Various alternatives of storing new vocabulary are presented in the theoretical part of the thesis.

As it is suggested in the thesis, teachers can reach learners' autonomy by teaching them not only the content, but also different methods how to learn. Considering the process of acquainting students with vocabulary learning strategies, there arises a question whether teachers should inform students explicitly about effective learning strategies, or prepare

situations when students solve problems without being implicitly familiarized with the definitions of learning strategies (Lojová & Vlčková, 2011, p.177). After taking into consideration the aims, the target group and individual differences between learners, it is up to every teacher which method will be chosen.

Regarding other tips for teachers how to improve teaching, Schmitt (2008) provides a set of principles for the explicit teaching of vocabulary which includes: building a large sight vocabulary, integrating new words with old, providing numerous encounters with a word, promoting a deep level of processing, making new words 'real' by connecting them to the student's world in some way, encouraging independent learning strategies, diagnosing which of the most frequent words learners need to study, providing opportunities for elaborating word knowledge, providing opportunities for developing fluency with known vocabulary, examining different types of dictionaries and teaching students how to use them .

Especially, the advice to make new words real by personalization with students seems very important. Furthermore, since the results regarding the frequency of using affective strategies have proven very low, it could be worth focusing on ensuring of positive atmosphere in the classroom. Teachers should create a pleasant environment for all learners and make sure that they do not have to be frustrated or stressed. The usage of metacognitive strategies should be supported as well. Teachers should instigate students to set their clear and realistic learning goals, plan their time and learning process and be able to evaluate themselves. Moreover, 83% of the respondents do not ever record their pronunciation on any type of recorder. Perhaps, teachers could sometimes let students record their speech on a mobile phone and let them listen to themselves. Students can store their recordings and after a period of time, they can compare their progress since the first recording.

In conclusion, it is necessary for students to become self-sufficient learners. It is then teachers' task to help students with how to learn vocabulary as well. Every teaching situation is different and it is important to adapt the goals according to the target group.

Limitations of the Research

It is very important to mention the limitations of the research which have to be undoubtedly taken into consideration. Since it was a small-scale research applied on

a limited number of respondents, the results cannot be definitely generalized and taken for granted. The main weaknesses of the research are the following.

Firstly, using solely questionnaires as a research method may not be able to cover all the dimensions of a learner's strategy use. Questionnaires do not precisely allow deep insights into what learners really do.

Secondly, there is certain vagueness in the specification of the accurate frequency. Respondents were offered five options (always or almost always, often, sometimes, generally not and never) in order to determine how often they use individual strategies. Unfortunately, every learner can have a different idea of how often it means "often" or "sometimes". For someone, "often" can mean once a week; for someone else it can be once in two weeks etc. In my opinion, even if the five options were specified in more detail, it would be difficult for the respondents to decide exactly how often they use particular strategy. Therefore, except from results indicating to terms "always" and "never", the frequencies are only indicative.

Next, it cannot be found out how much effort and thoughts have been put in the research by the respondents and how truthful the answers were. Despite ensuring learners that the questionnaire was anonymous, the objectivity and truthfulness of answers can be certainly questioned.

Last but not least, the number of respondents who participated in the research was not high enough to make universal conclusions about students aged 15 to 19.

Suggestions for Further Research

Since the research is limited in a number of aspects, it would be reasonable to engage in further research and try to eliminate some of the limitations. It is suggested to implement more methods in the research. The research could be expanded by interviews with teachers, personal observations, more detailed interviews with the students or by observations during teaching the learning strategies implicitly in the class. To gain more valid data, it would be advisable to dedicate the research a long period of time.

Additionally, it would be recommended to collect a bigger sample of answers from the subjects and include more schools in the research. It would be also interesting to gather the data from schools from different locations and compare the differences between more areas.

In conclusion, it could be said that this chapter suggested possible teaching implications on the basis of evaluated data in comparison with the theoretical background. Next, limitations of the research were presented and consequently, the suggestions for the further research were proposed.

VI. CONCLUSION

As it was stated in the beginning of the thesis, vocabulary is the biggest component of any language and it is not possible to avoid learning vocabulary in order to communicate in a language. Therefore, teachers should not underestimate the process of teaching vocabulary in the classroom. It is important to provide learners with tips not only what to learn, but with pieces of advice how to learn as well.

The aim of the theoretical background of the thesis was to offer a description of aspects influencing vocabulary learning process and mention learning strategies which can help students to become more autonomous learners and plan their learning process in a systematized manner. Despite a large number of taxonomies identified by various researchers, the focus was put on the taxonomies by Oxford (1990) and Schmitt (1997). These two taxonomies were considered the most comprehensible ones to be mentioned in the thesis. They served as the basis of the questionnaire which was chosen as an appropriate tool for doing the research.

The main purpose of the practical part was to find out how often the learning strategies are used among eighty respondents from the 1st and the 3rd grades from two secondary schools and what respondents' relationship to English is. The results indicated the medium frequency of using learning strategies by the respondents. It was revealed that the respondents are highly aware of the importance of English language in the current world and the majority of respondents do like English which are the facts teachers could benefit from when setting the goals of the lessons. Throughout the entire thesis, the emphasis was put on the fact that every learner is different and all students have their own needs which should be taken into consideration by teachers.

To sum up, it is advisable to take into account McCarten's (2007) statement concluding the following:

“We need to help students understand that learning is a gradual process that takes place in small, manageable increments over time, and to encourage them to seek additional information on their own, personalizing the learning experience and tailoring it to their own specific needs” (p.26).

REFERENCES

- Carter, R., & McCarthy, M. (1988). *Vocabulary and language teaching*. London: Longman.
- Crown, D. (2012). *Angličtina na rovinu*. Praha: Knižní klub.
- Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.
- Gairns, R., & Redman, S. (1986). *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press.
- Grasha, A. (1996). *Teaching with style: a practical guide to enhancing learning by understanding teaching and learning styles*. Pittsburgh: Alliance.
- Janíková, V. (2005). *Osvojování cizojazyčné slovní zásoby: pedagogická, psychologická, lingvistická a didaktická východiska na příkladu němčiny jako cizího jazyka*. Brno : Masarykova univerzita, Pedagogická fakulta.
- Kalhous, Z., & Obst, O. et al. (2009). *Školní didaktika*. Praha: Portál.
- Lojová, G., & Vlčková, K. (2011). *Styly a strategie učení ve výuce cizích jazyků*. Praha: Portál.
- McCarten, J. (2007). *Teaching vocabulary: Lessons from the corpus, lessons for the classroom*. New York: Cambridge University Press.
- McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.
- McCarthy, M., McCarten, J., & Sandiford, H. (2005). *Touchstone: 2*. Cambridge: Cambridge University Press.
- McCarthy, M., McCarten, J., & Sandiford, H. (2008). *Touchstone Level 4 Full Contact*. Cambridge: Cambridge University Press.

Morgan, J., & Rinvoluceri, M. (1986). *Vocabulary*. Oxford: Oxford University Press.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.

Oxford, R. (1999). Relationships between learning strategy use and language proficiency in the context of learner autonomy and self-regulation. In L. Bobb (Ed.), *Learner Autonomy as a Central Concept of Foreign Language Learning*, Special Issue of *Revista Canaria de Estudios Ingleses*, 38, 109-126. Retrieved June 8, 2015, from: <http://publica.webs.ull.es/upload/REV%20RECEI/38%20-%201999/08%20%28Rebecca%20L.%20Oxford%29.pdf>

Oxford, R. (2003). Language learning styles and strategies: An overview. *Proceedings of GALA (Generative Approaches to Language Acquisition) Conference*, 1-25. Retrieved June 8, 2015, from: <http://web.ntpu.edu.tw/~language/workshop/read2.pdf>

Schmitt, N. (1997). Vocabulary learning strategies. In Schmitt, N., & McCarthy, M. (eds.), *Vocabulary: Description, Acquisition, and Pedagogy*. Cambridge: Cambridge University Press. Retrieved June 8, 2015, from: <http://www.norbertschmitt.co.uk/>

Schmitt, N. (2008). *Teaching Vocabulary*. Longman Teacher Guidelines Series. Retrieved June 8, 2015, from: <http://www.norbertschmitt.co.uk/>

Scrivener, J. (2005). *Learning teaching*. Oxford: Macmillan Publishers Limited.

Stamper, J. (2006). *Vocabulary-building: Graphic organizers & mini-lessons*. New York: Scholastic. Retrieved June 8, 2015, from:

<https://michelleleba.wikispaces.com/file/view/Graphic+Organizers+that+build+vocabulary.pdf>

Thornbury, S. (2002). *How to teach vocabulary*. Harlow: Longman.

Tseng, W., Schmitt, N., & Dörnyei, Z. (2006). A new approach to assessing strategic learning: The case of self-regulation in vocabulary acquisition. *Applied Linguistics*, 27 (1), 78-102. Oxford University Press. Retrieved June 8, 2015, from: <http://www.hetutors.com/uploads/tseng-w-t-drnyei-z-and-schmitt-n-%282006%29-a-new-approach-to-assessing-strategic-learning-the-case-of-self-regulation-in-vocabulary-acquisition-applied-linguistics-27-78-102.pdf>

Vlčková, K., Berger, J., & Völkle, M. (2013). Classification theories of foreign language learning strategies: an exploratory analysis. *Studia Paedagogica*, vol.18, n.4. Retrieved June 8, 2015, from: <http://www.phil.muni.cz/journals/index.php/studia-paedagogica/article/view/673/765>

Wallace, M. (1988). *Teaching vocabulary*. Oxford: Heinemann Educational Books.


APPENDIX A

Examples of guidance from the course book how to note down and practice new vocabulary

Touchstone Level 4 Full Contact. (McCarthy et al., 2008, p.84)

Vocabulary notebook

People watching



Learning tip *Making connections*

When you learn new vocabulary, make a connection with something or someone you know. Think of how or when you would use the word or expression to talk about your life.

Happy talk

People say **happy** more than they say **sad** or **unhappy**.

happy
 sad
 unhappy

1 Think of a person you know for each of the qualities below.

1. _____ has a lot of self-confidence.
2. _____ is very good at controlling his or her anger.
3. _____ has no sympathy for people who complain a lot.
4. _____ has the motivation and determination to do well at work.

2 For each of these adjectives, write a sentence. Make a connection with someone you know or an experience you have had.


1. guilty My sister says she feels guilty when she eats too much chocolate.
2. flexible _____
3. impulsive _____
4. sensitive _____
5. depressed _____
6. aggressive _____
7. jealous _____

3 Word builder Can you find the meaning of these expressions? What kind of emotion or behavior do they describe? You can use words from Unit 8 to help you.

be / feel down in the dumps _____	be set on doing something _____
be / turn green with envy _____	be heartless _____
be full of yourself _____	go nuts / bananas _____

On your own

Do some "people watching"! The next time you are on the train, in a restaurant, or out and about, watch the people around you. How are they behaving? Write notes when you get home.




Touchstone: 2 (McCarthy et al., 2005, p.84)

Vocabulary notebook


The ABCs of home

Learning tip *Alphabet game*
 Make learning new words into a game! Choose a topic and try to think of a word for each letter of the alphabet.


1 Label the pictures. The first letter of each word is given for you.




a _____



b _____



c _____




d _____

2 Now complete your own alphabet chart. Can you think of something in your home for each letter?

a	armchair	j	s
b		k	t
c		l	u
d		m	v
e		n	w
f		o	x
g		p	y
h		q	z
i		r	

On your own

Make labels for different things in your home. Don't throw the label away until you can remember the new word.



APPENDIX B

A Taxonomy of Vocabulary Learning Strategies by Schmitt (1997)

<u>DISCOVERY STRATEGIES</u>
<i>Determination strategies</i>
Analyze part of speech
Analyze affixes and roots
Check for L1 cognate
Analyze any available pictures or gestures
Guess from textual context
Bilingual dictionary
Monolingual dictionary
Word lists
Flash cards
<i>Social strategies</i>
Ask teacher for an L1 translation
Ask teacher for paraphrase or synonym of new word
Ask teacher for a sentence including the new word
Ask classmates for meaning
Discover new meaning through group work activity
<u>CONSOLIDATION STRATEGIES</u>
<i>Social strategies</i>
Study and practice meaning in a group
Teacher checks students' flash cards or word lists for accuracy
Interact with native-speakers
<i>Memory strategies</i>
Study word with a pictorial representation of its meaning
Image word's meaning
Connect word to a personal experience

Associate the word with its coordinates
Connect the word to its synonyms and antonyms
Use Semantic maps
Use 'scales' for gradable adjectives
Peg Method
Loci Method
Group words together to study them
Group words together spatially on a page
Use new word in sentences
Group words together within a storyline
Study the spelling of a word
Study the sound of a word
Say new word aloud when studying
Image word form
Underline initial letter of the word
Configuration
Use Keyword Method
Affixes and Roots (remembering)
Part of Speech (remembering)
Paraphrase the words meaning
Use cognates in study
Learn the words of an idiom together
Use Physical action when learning a word
Use semantic feature grids
<i>Cognitive strategies</i>
Verbal repetition
Written Repetition
Word Lists
Flash Cards
Take notes in class
Use the vocabulary section in your textbook

Listen to tape of word lists
Put English labels on physical objects
Keep a vocabulary notebook
<i>Metacognitive strategies</i>
Use English-language media (songs, movies, newscasts, etc.)
Testing oneself with word tests
Use spaced word practice
Skip or pass new word
Continue to study word over time

(Schmitt, 1997, p.10-13)

APPENDIX C

Questionnaire – original Czech version

Následující dotazník je anonymní. Nemusíš se podepisovat. Vyplň (nebo zakroužkuj) prosím následující údaje:

Pohlaví: žena muž

Věk:.....

Třída (ročník):.....

1. Jak dlouho se už učíš anglicky? Zakroužkuj.

1 rok /2 roky /3 roky /4 roky /5 let / 6 let /7 let /8 let / 9 let /10 let /více než 10 let

2. Kolik vyučovacích hodin angličtiny máš TÝDNĚ ve škole? Zakroužkuj.

2 hodiny/3 hodiny/ 4 hodiny / 5 hodin/ 6 hodin

3. Navštěvuješ i jiné kurzy angličtiny mimo školu? Zakroužkuj.

ANO NE

4. Jaké jiné jazyky se učíš? Pokud se učíš více jiných jazyků, zakroužkuj je také nebo vyplň do kolonky JINÝ.

ŽÁDNÝ JINÝ NĚMČINA FRANCOUZŠTINA ŠPANĚLŠTINA
RUŠTINA JINÝ.....

5. Máš rád/a angličtinu?

ANO NE ANGLIČTINU MÁM RÁD/A, ALE NE VE ŠKOLE.

6. Co je pro tebe největší motivací, aby ses učil/a angličtinu? Můžeš zakroužkovat libovolný počet odpovědí nebo vypsát jiné důvody.

1. Myslím, že se mi bude hodit v mém budoucím zaměstnání.
2. Angličtinu se učím proto, abych měl/a dobrou známku na vysvědčení.
3. Angličtinu se učím, jelikož je to povinný předmět a chci projít zkouškami.
4. Myslím si, že v dnešní době je angličtina velmi důležitá a v budoucnosti se mi bude hodit.
5. Angličtina mě moc baví.
6. Jiné důvody:

7. Dává Vám učitel/ka v hodinách angličtiny nějaké tipy/rady, jak se učit slovíčka?

1. nikdy nebo téměř nikdy
2. občas
3. velmi často
4. nevím

8. Myslíš si, že většina slovíček, která již umíš, ses naučil/a ze školy? Zakroužkuj jednu možnost nebo vyplň podle sebe do kolonky jiné:

1. Ano, většinu slovíček umím ze školy (z materiálů od učitele/učitelky, z učebnice...).
2. Ne, většinu slovíček jsem se naučil/a sám/sama ze svých materiálů (čtením knih, z online zdrojů, sledováním filmů, hraním počítačových her atd.).
3. Zhruba půl na půl (jak ze školy, tak vlastní iniciativou).
4. Nevím.
5. Jiné:.....

9. Učíš se doma i jiná slovíčka kromě těch, která se musíš učit do školy?

1. nikdy nebo téměř nikdy
2. občas
3. velmi často

10. Jaké jsou podle tebe tvoje znalosti angličtiny v porovnání s ostatními spolužáky?

1. průměrné
2. lepší než u ostatních spolužáků
3. horší než u ostatních spolužáků

Zaškrtni odpovědi na následující otázky podle toho, jak nejlépe tě vystihují. **Zaškrtni vždy 1 možnost.** Neodpovídej podle toho, co si myslíš, že je správné nebo podle toho, co by odpověděli ostatní. Na tyto otázky neexistují žádné správné či špatné odpovědi. Pokud budeš mít nějaký dotaz, neváhej se zeptat.

U následujících výroků zaškrtni vždy jednu možnost, která odpovídá skutečnosti.

Část A.

	vždy nebo téměř vždy	často	občas	většinou ne	nikdy
1. Když se učím nové slovíčko, opakuji si ho pořád dokola (slovíčko se snažím nadřilovat).					
2. Když se učím nové slovíčko, použiji ho větě, abych si ho lépe zapamatoval/a.					
3. Když se učím nové slovíčko, říkám si ho nahlas.					
4. Když se učím nové slovíčko, spojuji si ho s nějakým osobním zážitkem/prožitkem (např. si ho spojím s nějakou vzpomínkou z dětství, z dovolené atd.)					
5. Lépe si zapamatuji slovíčko, když si ho představím v nějaké situaci, ve které by se mohlo použít.					
6. Abych si lépe zapamatoval/a nové slovíčko, spojím si ho se slovíčkem, se kterým se rýmuje.					
7. Pro lepší zapamatování nového slovíčka používám mnemotechnické pomůcky (např. představím si něco vtipného (vtipné slovo nebo slovo podobné) a spojím si představu s novým slovem).					
8. Při učení mi pomáhá, když slovíčko ztvárním pohybem/ fyzickou aktivitou (např. když se chci naučit slovíčko <i>stand up</i> , tak si stoupnu).					
9. Nová slovíčka si zapamatuji podle toho, že si pamatuji, na jaké stránce v sešitě byla (popř. pamatuji si, jak byla napsaná na tabuli nebo si je pamatuji z různých nápisů na ulici apod.)					
10. Pro lepší zapamatování používám metodu klíčových slov (najdu české slovíčko, které zní stejně jako to anglické např. „Look a sheep“ – „luk a šíp“ a představím si absurdní situaci, jak se dívám na ovci s lukem a šípem a tím si slovíčka zapamatuji).					
11. Pro lepší zapamatování slovíček si podtrhávám počáteční písmeno ve slově.					
12. Pro lepší zapamatování slovíček si z nových slov vytvořím příběh.					

Část B.

	vždy nebo téměř vždy	často	občas	většinou ne	nikdy
13. Při učení slovíčko několikrát nahlas zopakuji nebo několikrát napíši.					
14. Cvičím si výslovnost slovíček.					
15. Dívám se na filmy v originálním znění bez titulků.					
16. Čtu knihy v angličtině.					

	vždy nebo téměř vždy	často	občas	většinou ne	nikdy
17. Když se učím nové slovíčko, snažím se najít slovíčko v češtině, které by se anglickému podobalo.					
18. Text v angličtině si nejdřív pouze zběžně přečtu („projedu očima“) a až následně se vrátím na začátek a přečtu text detailně.					
19. Studuji angličtinu více do hloubky, snažím se v ní najít nějaký systém a souvislosti.					
20. Na fyzické předměty si lepím nálepky s názvem předmětu (např. na polštář si nalepím cedulku s nápisem <i>pillow</i> , na skříň cedulku s nápisem <i>wardrobe</i> atd.)					

Část C.

	vždy nebo téměř vždy	často	občas	většinou ne	nikdy
21. Když nějakému slovíčku nerozumím, snažím se odhadnout jeho význam.					
22. Když si nemůžu při konverzaci vybavit slovíčko, začnu gestikulovat nebo se snažím slovíčko mimicky napodobit.					
23. Když nevím určité slovíčko, vymyslím si ho nějak jinak.					
24. Čtu anglické články, aniž bych si každé neznámé slovíčko vyhledával/a ve slovníku.					
25. Když si nemůžu nějaké slovíčko vybavit, zjednoduším si to a řeknu ho jinak nebo použiji synonymum.					

Část D.

	vždy nebo téměř vždy	často	občas	většinou ne	nikdy
26. Snažím se učit ze svých chyb.					
27. Hledám způsoby, jak se lépe učit angličtinu.					
28. Rozvrhuji si volný čas tak, abych měl/a čas se učit angličtinu.					
29. Sám/sama si testuji svoji znalost slovíček (vyplňuji různé testy na internetu, zkouším různá cvičení atd.).					
30. Hodnotím sám/sama sebe (např. co se mi povedlo, co se mi nepovedlo atd.).					
31. Mám vytyčené (jasné) cíle, jak se zlepšit v angličtině. Sám/sama si určuji co udělat pro to, abych se zlepšil/a.					
32. Přemýšlím nad svými pokroky (jak jsem se zlepšil/a či zhoršil/a).					

Část E.

	vždy nebo téměř vždy	často	občas	většinou ne	nikdy
33. Snažím se uklidnit, kdykoliv se bojím mluvit anglicky.					
34. Snažím se povzbudit sám/sama sebe (dodat si odvalu), i když se bojím, že udělám chybu.					
35. Když se mi něco podaří (test, zkouška, esej atd.), odměním se (např. něco si koupím).					
36. Jsem si vědom/a svojí nervozity, když mluvím nebo se učím anglicky.					
37. Svoje pocity ohledně učení si zapisuji do deníku.					
38. Se svými pocity, které pociťuji během učení, se svěžuji jiným lidem.					

Část F.

	vždy nebo téměř vždy	často	občas	většinou ne	nikdy
39. Když někomu nerozumím, požádám ho/ji, aby zpomalil/a popř. větu znovu zopakoval/a nebo vysvětlil/a.					
40. Chci, aby mě ostatní opravovali, když mluvím.					
41. Učím se spolu se svými kamarády nebo spolužáky.					
42. Zajímám se o kulturu anglicky mluvících zemí.					
43. Necháávám rodiče/kamarády, aby mě zkoušeli z nových slovíček.					

Část G.

	vždy nebo téměř vždy	často	občas	většinou ne	nikdy
44. Používám jednojazyčný (výkladový) slovník.					
45. Používám dvojjazyčný slovník (česko-anglický, anglicko-český).					
46. Nová slovíčka se učím pouze z učebnice.					
47. Mám svůj vlastní systém zapisování nových slovíček (grafy, tabulky, diagramy, celé věty atd.).					
48. Nové slovíčko si namluvím do telefonu/diktafonu a pak si ho přehrávám.					
49. Mám sešit na slovíčka, kam si zapisuji slovíčko v angličtině a jeho český ekvivalent.					
50. Překlad slovíčka si píšu rovnou do textu nad dané slovo.					

APPENDIX D

Questionnaire - English version

The questionnaire is anonymous. You don't have to sign it. However, please fill in following data:

Gender: female male Age:..... Class:.....

1. How long have you been learning English? Circle the answer.

1 year/2 years /3 years /4 years/5 years / 6 years/7 years /8 years / 9 years /10 years/more than 10 years

2. How many English lessons do you have at school per week? Circle the answer.

2 lessons/3 lessons/ 4 lessons/ 5 lessons/ 6 lessons

3. Do you attend another English course apart from school? Circle the answer.

YES NO

4. What other languages do you learn? If you learn more than more language, circle the other language as well or fill in the option OTHER.

NO OTHER GERMAN FRENCH ŠPANISH ITALIAN
RUSSIAN OTHER.....

5. Do you like English?

YES NO I LIKE ENGLISH, BUT NOT AT SCHOOL.

6. What is the biggest motivation for you to learn English? You can circle arbitrary number of answers or fill in own reasons.

1. I think it will be useful for my job.
2. I want to have a good mark.
3. I learn English because it is obligatory and I want to pass my exams.
4. I think that English is very important nowadays because everyone speaks English and I use it/will definitely use it in my future.
5. I really enjoy it.
6. Other reasons:

7. Does your teacher give you any advice how to learn vocabulary?

1. never or almost never
2. sometimes
3. very often
4. I don't know.

8. Do you think that most of your vocabulary knowledge comes from school?

1. Yes, most of my vocabulary comes from school (materials from teacher, coursebook..)
2. No, most of my vocabulary knowledge comes from my own sources (books, online sources, films, computer games etc.)
3. It is 50% from school and 50% from my own sources
4. I do not know.
5. Other:.....

9. Do you actively learn new vocabulary outside the classroom (vocabulary that was not taught at school)?

1. never or almost never
2. sometimes
3. very often

10. Compared to your classmates, what do you think your knowledge is?

4. average
5. higher than other classmates' knowledge
6. lower than other classmates' knowledge

Answer in terms of how well the statement describes YOU. Do not answer how you think you should be, or what other people do. Always circle 1 option. There are no right or wrong answers to these statements. If you have any questions, do not hesitate to ask.

For following statements, circle always one option which describes you the best:

PART A.

	Always or almost always	often	sometimes	generally not	never
1. When learning new word, I repeat the word over and over again, I use drilling.					
2. I use new English words in a sentence to remember them better.					
3. I say new word aloud when studying.					
4. When learning new word, I connect the word to a personal experience (e.g. you connect unknown word with memory from your holiday, childhood etc.)					
5. I remember a new English word by making a mental picture of a situation in which the word might be used.					
6. I use rhymes to remember new English words.					
7. I use mnemonic techniques to remember new English words (e.g. you imagine something funny and connect the idea with the word).					
8. I use physical action when learning a word (e.g. you want to learn the word stand up so you will stand up).					
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.					
10. I use keyword method (you find a Czech word that sounds like an English one e.g. „Look a sheep“ – „luk a šíp“ and you create an image of a sheep with bow to remember the English word).					
11. I underline initial letter of the word.					
12. I group new words together within a storyline to remember them better.					

Part B.

	Always or almost always	often	sometimes	Generally not	never
13. I say or write new English words several times.					
14. I practice the sounds of English words.					
15. I watch English language films without subtitles.					
16. I read books in English language.					

	Always or almost always	often	sometimes	Generally not	never
17. I look for words in my own language that are similar to new words in English.					
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.					
19. I try to find patterns in English.					
20. I put English labels on physical objects (e.g. you put a label with word „pillow“ on your pillow).					

Part C

	Always or almost always	often	sometimes	Generally not	never
21. I try to guess the meaning of the word if I do not understand it.					
22. When I cannot think of a word during a conversation in English, I use gestures or mimes.					
23. I make up new words if I do not know the right ones in English.					
24. I read English without looking up every new word.					
25. If I can't think of an English word, I simplify it or use the synonym.					

Part D

	Always or almost always	often	sometimes	Generally not	never
26. I notice my English mistakes and try to learn from them.					
27. I try to find out how to be a better learner of English.					
28. I plan my schedule so I will have enough time to study English.					
29. I test myself with word tests.					
30. I evaluate myself (e.g. what I did well/wrong).					
31. I have clear goals for improving my English skills.					
32. I think about my progress in learning English.					

Part E

	Always or almost always	often	sometimes	Generally not	never
33. I try to relax whenever I feel afraid of using English.					
34. I encourage myself to speak English even when I am afraid of making a mistake.					
35. I give myself a reward or treat when I do well in English.					
36. I notice if I am tense or nervous when I am studying or using English.					
37. I write down my feelings in a language learning diary.					
38. I talk to someone else about my feelings when learning English.					

Part F

	Always or almost always	often	sometimes	Generally not	never
39. If I do not understand something in English, I ask the other person to slow down or say it again.					
40. I want others to correct me when I talk.					
41. I practice English with other students/friends.					
42. I try to learn about the culture of English speakers.					
43. I ask my parents or friends to test my vocabulary.					

Part G

	Always or almost always	often	sometimes	Generally not	never
44. I use monolingual dictionary.					
45. I use bilingual dictionary.					
46. I learn new vocabulary only from the course book.					
47. I have my own system of recording vocabulary (graphs, charts, mind-maps, sentences etc.).					
48. I record new vocabulary on mobile phone or other type of recorder.					
49. I have a notebook where I write new English word and its Czech equivalent.					
50. I inscribe the translation of a word directly into the text.					

SHRNUTÍ

Diplomová práce je zaměřena na aspekty ovlivňující osvojování anglické slovní zásoby, které by měly být zohledňovány nejen učiteli, ale i žáky. Dále se práce zabývá strategiemi učení se slovní zásoby, které mohou žákům usnadnit a zefektivnit učební proces. Práce sestává z teoretické a praktické části. Teoretická část slouží jako podklad pro uskutečnění výzkumu prezentovaného v praktické části.

Hlavním cílem praktické části bylo zjistit, jak často žáci středních škol využívají strategií učení při osvojování nových slovíček a jestli se vyskytují rozdíly ve frekvenci používání strategií učení na základě věkové odlišnosti žáků. Dále se výzkum snaží zmapovat míru motivace žáků a jejich vztah k anglickému jazyku, které mohou silně ovlivnit učební proces. Mimo jiné byli žáci dotázáni, zda se učí i jiná slovíčka kromě těch, která jim byla prezentována ve škole a zda dostávají od svých učitelů tipy, jak se mohou učit. Výzkum byl proveden v 1. a 3. ročnících dvou různých středních škol s odlišným zaměřením. Dotazník byl uvážen jako nejvhodnější výzkumná metoda pro následné vyhodnocení získaných dat.

V práci je kladen důraz na individuální rozdíly mezi jednotlivými žáky, které by neměly být učiteli opomíjeny. Poukázáno je především na fakt, že učitelé by neměli žákům pouze zprostředkovávat učivo a předávat znalosti, ale zaměřit se také na poskytování rad, jak se mohou žáci efektivněji učit, aby se stali autonomními a schopnými naplánovat si proces učení i mimo školní prostředí.