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CIZÍ JAZYK**

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Thesis

**LANGUAGE ADVISORY: TIPS AND ADVICE FOR LANGUAGE
LEARNING**

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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

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ABSTRACT

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The thesis deals with the topic of vocabulary language learning and the use of language learning strategies in second language (L2) learning. In the background chapter, the overview of learning styles and strategies is provided and explained to clarify the processes of second language (L2) learning acquisition. The greatest importance is put on the tips and advice for effective vocabulary language learning, which are supported with concrete examples. Additionally, the characteristics of adolescent learners could be found at the end of this chapter to understand the behavior of the respondents of my research. The research itself is dedicated to the use of vocabulary learning strategies as it is described in the second part of the thesis. The research was done by the means of questionnaires and examined how effectively pupils of an upper primary school in the Czech Republic use vocabulary language learning strategies. The results showed that some of the vocabulary language learning strategies are not used effectively by pupils from an upper primary school; and therefore pedagogical suggestions and recommendations are provided to make the vocabulary language learning process more effective.

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I. INTRODUCTION

Learning is a really important part of our lives. We could say that we learn something new every day of our life. The process of learning is described as acquiring new knowledge or deepening the knowledge we already have. Learning is not only about knowledge, but also about gaining new skills, abilities, habits, behavior, values, etc.

We can mention some definition for the meaning of the word 'learning', for example the definition from the book *Language and Learning* (2010), where the following definition was used: "Learning occurs when we change or elaborate what is already known by us. Learning is a process of making connections, identifying patterns and organizing previously unrelated bits of knowledge, behavior and activities into new (for the learner) patterned wholes. We learn by attempting to relate new experiences to what we already know or believe. Learning is therefore about making new meaning for the learner" (as cited in Emmitt, Barrack, Komesaroff & Pollock, 2010, p. 237). Learning process could be different in every individual, but as Emmitt et al. (2010) stated, learning is simply adding new knowledge and information to the already known things. Learners have to find the relationship between pieces of information and discover logical relationships between them and their meaning.

In my opinion, it is very important to emphasize that learning happens not only at schools or other institutions, but it is a constant process from the moment we are born. We learn to walk, learn to talk, learn habits in our community, learn to write or speak fluently or also we learn maths or foreign language. And when we are talking about learning a foreign language, it is essential to remind ourselves that knowing at least one foreign language is a necessary life skill. The current time requires to communicate internationally and it is not a surprise that the majority of employers require the knowledge of a foreign language. Also the European Union supports multilingualism - EU recommends the knowledge of two more foreign languages in addition to one's own mother tongue (L1). The European Union argues that learning two more foreign languages at an early age helps us to acquire languages more easily and it also helps to gain a higher level of expressing skills in our mother tongue (L1) (Mnohojazyčnost, 2015).

The objective of this thesis is to provide information about learning itself, what should be taken into consideration if we are talking about learning as well as the characteristics of individual learning styles and learning strategies and preferred learning methods. The main part of the thesis is dedicated to vocabulary learning. The explanation of what it means to know a word is included here. Vocabulary learning is studied more in detail and it covers vocabulary acquisition, selecting, organizing, rehearsing, remembering and revising vocabulary. Tips and advice for effective learning of these individual aspects are included here.

Then my research which was done with pupils of an upper primary school in the Czech Republic is presented. The research examines the effective use of learning strategies in second language learning. Results of this research are commented on in the final chapters of my thesis as well as recommendations for improvement of the learning and teaching.

II. THEORETICAL BACKGROUND

The objective of this chapter is to provide the most vital information about learning itself. The explanation of what it means to learn something is provided here as well as the factors that may affect the learning process. The characteristics of learning styles and learning strategies are clarified in this chapter. Then there are provided practical tips and advice for vocabulary language learning. The last section characterizes adolescent learners as they became the source for my research.

Learning

Emmit et al. (2010) explained that learning is the result of our need to solve problems; it is the result of our natural feel to explore and to acquire skills, which people around us use (p.238). It means that the process of learning is innate and natural, but we could give our students some tips and advice how to make the process of learning easier and more accessible which is the topic of this thesis.

Learning Process

As mentioned before, the learning process is quite natural, but we could help to make it easier and more effective. It is important to mention that during any learning process, there are many factors which influence the learning process.

Lojová and Vlčková (2011) listed a number of factors which could influence the learning process. Innate dispositions, as for example the dominance of the cerebral hemispheres or innate impulsiveness, could be a good example of dispositions which are predetermined and could not be changed too much. The learning process is also influenced by invariable factors like people's age or gender. Motivation occupies a very important place; also previous knowledge or experience and actual psychological conditions are important factors. These factors are not predetermined and could be influenced and changed (pp.28-31). Motivation is a very strong factor which could influence the whole learning process. Scrivener (2011) talked about two types of motivation – external and internal motivation. External motivation is caused by stimulus from outside as for example to pass an exam, to enter the university or to gratify parents. Internal motivation is much stronger, because it goes from our inner conviction

as for example enthusiasm for second language (L2) learning, personal interest in a foreign country, etc. As learners, we have to think about our approach and if it is negative in some way, we should try to change it. It is proved that highly motivated students have better results in second language (L2) learning than less motivated ones (p. 84).

According to different personalities of students and their different learning styles, Lojová and Vlčková (2011) emphasized the role of different educational approaches in the learning process. These factors could be for example methods, teaching techniques or activities which are used during the lesson. The nature of schoolwork and its extent also influences the learning process. It is very essential during the learning process to change teaching styles to avoid monotony and loss of attention.

Teachers are very important initiators for and of effective learning. Teachers personality, methods, strategies, approaches to the learning process help with the organization of the learning process and many others could help to make the learning process more effective (pp.28-31). Teacher's behavior and habits could also make the learning process less effective; nevertheless, analysis of teacher's behavior does not respond to the topic of my thesis, so it will not be discussed any further (Lindsay and Knight, 2006, pp. 1-3; 11-13).

Learning Styles and Strategies

When we learn a foreign language, it is quite natural that we would like to learn it as effectively as possible. We do not want to waste our time and spend unnecessary effort on learning, which is not sufficient. Teachers try to help their learners to learn new language well, but sometimes they do not know how to teach it effectively. There still remains question how we should learn grammar, pronunciation, speaking or for example reading adequately or how to learn new vocabularies to remember them? How to encourage students or oneself to use a foreign language and talk?

In the following sub chapter, learning strategies and learning styles are analyzed in detail. Rebecca L. Oxford specifically described the difference between learning strategies and learning styles. She described language learning strategies as "the specific behaviors or

thoughts learners use to enhance their language learning” (as cited in Oxford, 2003, p. 1). On the other hand, language learning styles were described more universally like “the general approaches to learning a language” (as cited in Oxford, 2003, p.1). Nevertheless Oxford (2003) similarly explained that language learning styles and strategies are necessary tools which help us to learn a second language (L2) well (p. 1). When we are learning a foreign language, we should teach ourselves to use learning strategies and styles which fit us and make our learning process more sufficient.

Classification of Learning Styles

Learning styles were explained like more general approaches used in second language (L2) learning. Thanks to the differences between learners in their learning style preferences it means that the same teaching method could be for one learner comfortable and for another unsatisfactory (Oxford, 2003, p. 2). Sensory preferences, personality types, a desired degree of generality and biological differences are aspects which create individual preferences in our learning styles. These learning styles are not precisely unambiguous, it means that some learners could be classified as introverted, but also equally visual and auditory but with no sense for kinesthetic feeling, all these aspects could be connected and could influence each other (Oxford, 2003, p. 3).

Oxford (2003) explained that sensory preferences refer to the type of brain and its physical perception of different teaching methods which could be comfortable for one person and uncomfortable for another. Every learner could give a priority to another sense. Sensory preferences are divided into four areas: visual, auditory, kinesthetic and tactile. Visual types prefer to see and read new schoolwork, prefer charts, pictures, examples, etc. They need to see them and write them for better remembering. On the other hand, the attention of auditory learners is attracted by listening. They prefer lectures to self-study via reading, like oral exercises like conversations. Kinesthetic students like role plays and activities while moving around the class or for example miming. Movement helps them to remember new schoolwork, long sitting at the desk could be inefficient for them. Similarly like kinesthetic students, tactile students like lots of movement and moving and touching everything help them when they learn (p. 4).

According to Oxford (2003), personality or psychological types are divided into few subcategories. Oxford (2003) mentioned these types: extroverted vs. introverted students, intuitive-random vs. sensing-sequential, thinking vs. feeling and closure-oriented/judging vs. open/perceiving (p. 4).

Concerning extrovert students, they need interaction and contact with people around them. In contrast introverts favor solitude and working alone. Intuitive-random learners use their imagination to solve problems, operate with possibilities, considering ideas and theories. Daydreaming or abstract fantasy is for them typical and they like to work freely. On the other hand, sensing-sequential learners need specific task and information from the teacher in their learning process. They are more practically oriented and they need realistic explanation rather than theories. They are driven by facts and specific information rather than envisioning concepts. Thinking vs. Feeling types differ in their approach to the truth. While thinking types could express cruel truth without some bigger problems, feeling types tend to tell the truth more gently. It is obvious that while learning, feeling types are more emotional. There are also differences between L2 learners in their responsible approach to the second language (L2) learning. Closure-oriented/judging students are more hardworking and responsible for their results. They do not underestimate their study and study hard. In contrast, open/perceiving students dislike strict rules and deadlines and want to enjoy the time while second language (L2) learning rather than study hard by completing tasks (pp. 4-6). All these types have their advantages and disadvantages in learning a second language, but with the help of the teacher they can work together. While planning lessons, Scrivener (2011) advises teachers to plan activities which fit every type (p. 85).

Oxford (2003) clarified that there exist also biological factors which could influence learner's learning style. From it follows that the biorhythm determines that some learners can learn effectively in the morning, some in the afternoon and some have the best time for learning in the evening or during the night. Also the need for food or drink can determine learning styles as someone needs to eat something while learning to gain more energy, but someone will lose energy for learning after he or she eats and drinks. Other biological factors affecting student's

learning style are biological conditions like temperature in the class, the level of noise or the amount of light in the class (p. 7).

Classification of Learning Strategies

As mentioned before, learning strategies are necessary tools for an effective learning. Strategies are deliberate steps used to achieve goals. The word strategy has several definitions as for example: “The word strategy comes from the ancient Greek word *strategic*, which means steps or actions taken for the purpose of winning a war” (as cited in Oxford, 2003, p. 8). Lojová and Vlčková (2011) used a similar explanation and added that strategy is a complete plan for the military campaign in order to win the war (p. 119.)

Lojová and Vlčková (2011) described learning strategies like intentional and deliberate tools or techniques, which are used to gain new information, understand it, remember it and be able to use it in practice (p. 108). Properly chosen learning strategies make the learning process more accessible, enjoyable, faster and generally more effective (Oxford, 2003, pp. 8-9).

As Lojová and Vlčková (2011) stated, learning strategies have been described by many authors and they used expression for them like complex of plans, steps and procedures used to learn new information, specific activities, behavior or techniques deliberately used to have better understanding of the second language (L2). Oxford (2003) used another definition that “L2 learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning” (as cited in Oxford, 2003, p. 8). The purpose of these learning strategies should make the learning process more accessible, pleasant, easy and also effective for the learner. The theme of this thesis is specifically language learning, so the term foreign language learning strategies are more appropriate to use (Lojová and Vlčková, 2011, p. 120). Ellis (1997) explained that learning strategies are problem-oriented, they help us to solve problems and we use them deliberately to learn new items. Learning strategies can be shared with other learners who can add their explanation which strategy they use to learn something new (p. 77).

For the learner, the question which strategy is good to use can arise. Oxford (2003) clarified

that we do not distinguish between bad and good learning strategies. It depends on the conditions when a specific learning strategy is used. A properly chosen learning strategy should relate to the learner's knowledge of second language (L2) and to the specific task. It should correspond to the learner's learning style and the learner should try to use the chosen strategy effectively in combination with other learning strategies (p. 8). Published studies, not surprisingly, proved that learners which used more than one learning strategy were more successful in learning than those who used only one learning strategy (Ellis, 1997, p. 77).

Learning strategies are a very discussed topic and we could find many different categories by different authors. In this thesis, I use the combination of classifications according to Lojová and Vlčková (2011) and Oxford (2003).

Lojová and Vlčková (2011) mentioned a language learning strategy. This strategy is a method used to learn a new language. It includes identification of new schoolwork, a collection of new information, practicing new schoolwork and for example using mnemonics (p. 165). In addition to these learning language strategies we use strategies of using language. These strategies are methods used to practice learned schoolwork. Lojová and Vlčková (2011) used classification of two authors, Cohen and Weaver. According to this classification, we could find four subtypes of strategies of using language as retrieval strategies, rehearsal strategies, communication strategies and cover strategies. Retrieval strategies are used to retrieve schoolwork, which was presented. We can use our photogenic memory, mnemonics, projecting graphs, pictures, structures, basic points in our mind. Rehearsal strategies are used for fixing new schoolwork, for example using drills as constant repetition of the new word for fixing correct pronunciation. Communication strategies are used for continuous communication, help learners to think about synonyms, gestures and miming to express themselves when the speaker could not remember a word. The main goal of this strategy is to be able to express the statement. Cover strategies are used by learners to hide their incomprehension, for example to be able to substitute an unknown verb form for the verb form they can work with (p. 166).

From another point of view, Lojová and Vlčková (2011) mentioned strategies according to communication as speaking skills as listening strategies, reading strategies, writing strategies,

speaking strategies, vocabulary strategies, translation strategies or grammar strategies. Listening strategies help the learner acquire new pronunciation and understand the text they are listening to. Reading strategies are used to understand a text as a whole or in detail (top down reading or bottom up reading). Writing strategies are used for correct writing as its form, correct use of appropriate language means, continuity and logical sequence of the text. Practicing speaking and correct pronunciation are included in speaking strategies as well as the ability to express ideas. The main goal is to allow the speaker to continue conversing despite any challenges that occur in the process. Vocabulary strategies are used for effective learning and practice of vocabulary They are closely related to translation strategies, which are used for appropriate translations from a mother tongue (L1) into a foreign language and vice versa. All these strategies are connected and using them for language learning is absolutely necessary (pp. 167-169).

Furthermore, Lojová and Vlčková (2011) classified strategies by function in the process of information processing. This classification was also used by Oxford (2003). I have subsequently tried to summarize their findings. Cognitive strategies are described as tools which help us to use new language via identification, gathering or recalling already known items. Metacognitive strategies are used for self-reflection, planning or organizing our own learning process. Affective strategies help learners to control their own feelings or emotions while learning. Social strategies help learners to communicate with their classmates about schoolwork which they are learning (Lojová and Vlčková, 2011, pp. 169-170; Oxford, 2003, pp.12-15). Oxford (2003) also mentioned another two important categories as memory-related strategies which are used for storing information or compensatory strategies which help us be able to guess the meaning without knowing every word or express a statement by using synonyms (p. 13).

Learning strategies could be influenced by many factors like the learning process itself. According to Lojová and Vlčková (2011), gender, age, personal characteristics, talent for language learning, learning styles, approaches to the learning process, motivation, worries, the influence of the mother tongue (L1), the length of the learning lesson, previous knowledge of the language, the type of the textbook, the composition of the curriculum and last but not least

the atmosphere in the class are all the factors which could influence the student's learning process (pp. 136-147).

Key Competencies

Learning strategies should correspond with the key competencies of the Framework Education Program (RVP) for education in the elementary schools in the Czech Republic. These competencies determine the skills which learners should have at the end of their basic education. Czech Framework Educational Program distinguishes these learning competencies as follows:

At the end of the learning process in elementary school every learner is:

- able to choose appropriate methods, strategies, steps to learn effectively. The learner is able to organize his/her own learning process and is willing to continue in further learning.
- able to search required information, classify searched information based on their understanding. The learner is able to use this information for the effective learning or in practical life.
- able to work with commonly known terms, features and signs; is able to understand connections between different educational areas.
- able to observe and experiment individually; to compare and critically evaluate gained results. The learner is able to use these results for the future.
- able to find the purpose of the learning process. The learner has got a positive attitude to the learning process, is capable of self-assessment. The learner could reveal barriers, which make his/her learning process more complicated and is able to eliminate them (Klíčové kompetence, 2013).

Tips and Advice for Language Learning

It is very important to realize that learning is every individual's responsibility. We, as learners, can benefit from the help of people around us (as for example teachers, lecturers etc.), but most of the work depends on us. Every learning process is individual, because every learner has another previous experience, another approach or for example other previous knowledge

which could help them to learn and understand new things easily. As Scrivener (2011) explained, learners have to feel the difference between teaching and learning. Scrivener pointed out the fact that “teaching does not equal learning” (p. 21). When teachers are trying to teach their students, it is not automatic that the learning process occurs. Learning is not an automatic and passive activity; it requires learner’s effort and attention. The energy to start learning has to come out of learners will (pp. 21/22). Scrivener literally says that “nobody else can transmit understanding or skills into your head” (p. 22). Nobody can’t learn the language for you; every learner has to do it on their own. The issues associated with vocabulary learning, one of the many aspects of language learning, are further explored in detail in the following chapters.

Tips and Advice for Learning Vocabulary

It is essential to realize that learning languages involves of the many skills. Scrivener (2011) explained that there does not exist area of skills or language which can be used separately. All these areas are connected and we have to learn all of them. You cannot speak without knowing vocabulary or write correctly without knowing grammar. You have to learn all parts of the second language (L2) to be able to use the second language effectively (p. 29).

Learning vocabulary is necessary part of every language learning, the statement: “The more words I have, the more precisely I can express the exact meaning I want to” (as cited in Scrivener, 2011, p. 187) is really truthful. However, learning vocabulary is as much important as learning other parts of the language as learning speaking, writing, reading, listening or grammar. Learning vocabulary is a quite specific activity, but unfortunately also very difficult. It is hard to say which part of language learning is more important, but knowing the vocabulary is really necessary for communication in a foreign language. Scrivener (2011) compared knowing grammar with knowing vocabulary. He showed an example that somebody, who knows the grammar, but does not know the lexis, could be lost. In the example “I wonder if you could lend me your....” (as cited in Scrivener, 2011, p. 187) he remarked that this statement means little without a missing word. But when the second language speaker uses only the word “Calculator?” to ask, his partner will probably understand (p. 187).

Moreover, the role of our mother tongue (L1) occupies a large space in second language (L2) learning. When we learn some new words in a foreign language (L2) very often we translate them in our mind into our mother tongue (L1) with an appropriate term rather than connect the new word with a real object (Thornbury, 2002, p. 19). But it is important to add that sometimes such a term does not exist in our mother tongue (L1).

Vocabulary and its meaning. Ur (1991) defined vocabulary as the words we learn in a foreign language (p. 60). To learn new vocabulary it is important to learn its form and also meaning. The meaning of the word could seem obvious, but it could not be as clear as it seems. Usually the basic meaning of the word could be found in the dictionary. However, there exists often more than one meaning of the word. Scrivener (2011) distinguished between the word vocabulary and lexis. He claimed that vocabulary denotes single word, which could be found in a dictionary as for example the word *dog*. In contrast, lexis has a wider range of meanings which include one-word or multi-words or phrases which are fixed like connotations, collocations, idioms, etc. Also Ur (1991) explained that the expression vocabulary 'items' could be more appropriate than expression 'words', because of this fixed and semi-fixed words and multi-words which has an individual meaning. Fixed and semi-fixed multi-words like *mother-in-law*, *post office* or *table tennis* could be a good example (p. 60).

Also Harmer (2007) demonstrated that some words can have many different meanings according to their context. Harmer stated an example, as the word *table*. He emphasized that *table* is a noun expressing a desk with four legs, but also a verb when we can for example *table* a motion at a conference. This phenomenon as multiple meaning or ambiguity is called polysemy. (p. 18) Denotation refers to something in a real world, its literal meaning. Therefore, the word *table*, denoting a noun as a desk with four legs, will be probably found in the dictionary at the first position. Denotation is in contrast with connotation, which is discussed below.

The meaning of one single word could be expressed by using this word in context, or by using antonyms (*wide x narrow*) or synonyms (*wide, expansive, roomy*). Relationships as subordinate or superordinate words can also define the meaning of the word; for example the

word *furniture* is super-ordinated to the group of words like *chair*, *table*, *armchair* or *wardrobe*. This phenomenon is called hyponymy (Harmer, 2007, p. 19; Carther and McCarthy, 1988, pp. 201/202). Also the meaning could be changed in a different use in a word phrase like for example in a different connotation. Ur (1996) defined connotations like associations, positive or negative feelings which some words could evoke (p. 61). Harmer (2003) gave a good example of the word *chubby*. When we talk about *chubby baby*, this word could sound complimentary. On the other hand, when we talk about *chubby lady* that may not be so flattering (p. 19). Scrivener (2011) added explanation that also collocations have a great impact on the meaning of the word or, in this case, word phrase. Collocations are words which function typically with other words and have their own meaning (p. 186; Carter and McCarthy, 1988, p. 69). As an example, we use the word *commit* when we would like to say that somebody *committed a murder* or *suicide*, those words work together to express this meaning. Other difficulties with understanding the meaning could occur when talking about metaphors. These metaphors are widely used by poets and sometimes also in real life communication (Harmer, 2003, p. 19). If we talk about a *broken heart*, it is quite clear that the heart was not broken into two halves, but that someone's feeling has been affected. Idioms are something liked fixed metaphors and can be understood only by high level learners. When translating idioms, we must not translate every word literally, but idioms have their own meaning. When we talk that *cats and dogs are raining* it means that it is raining a lot. Harmer (2007) also explained that widely used idiom is called cliché and gave a good example, what does it mean to *be as sick as a parrot*? It means to be very disappointed about something (p. 20).

Scrivener (2011) also mentioned other groups of words which can make the learning process more difficult. Many cross-language errors are caused by false friends. He mentioned false friends – words which look or sound similar like words in our mother tongue (L1), but means something absolutely different (*to control/to check*). They sometimes trigger false translation from one language to another. They can be mixed up with true friends – words which look or sound similar like words in our mother tongue (L1) and mean almost precisely the same in the foreign language (*ballerina/balerína*) (p.207). Thornbury (2002) added the group of words called strangers – words which exist only in L2 and have no equivalent in our mother tongue (L1). As an example, between the Czech as L1 and the English as L2, I could mention the

expression *Trick or Treat*, which is used in English speaking countries during Halloween. In Czech we do not celebrate Halloween, so it is obvious that this expression does not exist in our country. We have to substitute it with an appropriate equivalent in Czech as for example *Koleda, koleda*.

Besides that, Ur (1991) talked about the appropriateness of the word in context. Learners need to know not only the denotation or the connotation of the word, but also the appropriateness of its use in a certain context. Learners should distinguish between words used only in a written or a spoken form. They should recognize certain dialect or know which words are impolite, rude or 'taboo' (p. 61).

Vocabulary acquisition. Vocabulary acquisition is an absolutely necessary part of language learning. As mentioned before, you can talk using foreign language without knowing correct grammar, but without knowing words, you cannot express absolutely nothing. Another example of the importance of knowing the vocabulary was said by Wilkins, who declared "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." (as cited in Thornbury, 2002, p. 13). It means that knowing lots of words and having a wide vocabulary is a big success in the language learning.

Ability to learn new vocabulary again depends on the individual. Thornbury (2002) explained that vocabulary can't be taught. Teachers could present it, explain it and practice it using various activities, but the individual has to learn it on their own (p. 144). To learn new vocabulary, every learning process should go through a few stages. Scrivener (2011) divided these stages into four steps. In the first step, learners should concentrate on meeting new lexical items and understanding their form and use. In the second step, learners should practice these new lexical items. In the third step, memorizing new lexical items will follow. And the last fourth step is focused on recalling and using the new lexical items (p. 188).

We also distinguish between receptive and productive knowledge of the words. Whereas receptive knowledge of the word means that we know the meaning of the word, productive knowledge of the word means that we can use this word in a written or spoken form. It means

that we understand more words than we use (Thornbury, 2002, p. 15).

While learning new lexical items, it is important to mention what is really important to know about this lexical item. Scrivener (2011) provided a very detailed table of possibilities what information learners could know about new lexical item:

Figure 1: *Things learners could know about new lexical item*

You can know...	Notes
how it's spelled	
the number of syllables	
phonemes	the sounds that make up the word
which syllables are stressed	short words usually have one main stress; longer words may have a number of secondary stresses, too
which stresses are stronger or weaker	
what part(s) of speech it is	
grammatically related forms	eg the past-tense form of a verb
the basic, 'core' meaning	eg <i>table</i> = piece of furniture with a flat surface and legs
other meanings	
the 'semantic space' it occupies	where the meaning of one word ends and another begins, eg <i>fence/wall/hedge</i>
metaphorical meanings	eg the uses of 'water' words to talk about business: <i>drowning in debt, cash flow</i> , etc
connotation	the associations and 'feelings' that seem to attach to words quite apart from their literal meaning, eg <i>junkie</i> sounds more disapproving than <i>drug</i>

	<i>user</i>
appropriacy for certain social situations, contexts, etc.	eg it may not be appropriate to call a job <i>interviewer</i> mate
restrictions on meaning	things that the item cannot be used for
immediate collocates	words that typically go with the word
collocational field	the range of words that an item collocates with
colligation	the grammatical position in a sentence that the word typically takes, and the grammatical patterns that typically go with this item
common chunks, phrases, idioms, it appears in	
translation(s)	Words often do not have a precise correlation
false friends	words which in translation suggest a wrong meaning, eg in Halian <i>caldo</i> looks similar to the English <i>cold</i> , but in fact means <i>hot</i>
true friends	words which mean almost precisely the same in the other language
lexical families	other words related to the word by its topic, eg <i>saucepan, can opener, ladle, etc</i>
lexical sets	many words are related to other words that cover a wider or smaller range of meaning, eg <i>sweater</i> is included within clothes. Similarly, <i>sweater</i> itself includes <i>polo-neck sweater</i>
synonyms	words with similar meanings
homonyms	words that have the same spelling but have different meanings
homophones	words that are pronounced the same but have a different meaning

opposites (antonyms)	
suffixes that can be added to the word	eg possess - possession
prefixes that can be added to the word	eg flow - overflow
the visual image people typically have for this word	
personal feeling about this word	
mnemonics (things help you remember the word)	

(Scrivener, 2011, p. 206)

Similarly, Ur (1991) provided a list what needs to be taught during vocabulary learning:

- Form: pronunciation and spelling

Learners have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

- Grammar

Learners have to learn not only one single lexical item, but also its changes of form in certain grammatical context. The change of singular form into plural (*mouse-mice*), verb tenses and verb forms (*fly-flew-flown*) are forms for which students must concentrate. Learners should also draw attention to the fact that some lexical items have no plural at all (*information, advice*).

- Collocation

The particular combination of words could sound 'right' or 'wrong' (*throw a ball, but toss a coin*). These combinations should be taught from the very beginning to be learned.

- Aspects of meaning: denotation, connotation, appropriateness

Learners should know not only the denotation of new lexical item (usually a dictionary definition), but also the connotation (positive or negative feeling or associations which the lexical item evokes) and appropriateness (some lexical items are formal, some informal or rude).

- Aspects of meaning: meaning relationships

It was found useful to know meaning relationships of the particular lexical item. Only in this way, learners could clarify the meaning of a new lexical item and be able to use it in appropriate context. So the knowledge of synonyms, antonyms, homonyms or hyponym is helpful in vocabulary acquisition.


- Word formation

More advanced learners should know how the words are formed. They should know common prefixes or suffixes or compound words. It is a very useful piece of information which could help the learners to discover the meaning of the word without knowing its exact translation (pp. 60-63).

As Thornbury (2002) explained, knowing a word means knowing its semantic, syntactic, orthographic, phonological, morphological, cognitive, cultural and autobiographical meaning (p. 17). I would like to explain it more simply: To learn and understand a new word, it means to learn and understand its correct meaning, pronunciation, spelling, stress, form or appropriate collocation.

A useful table of what it means to know a word is provided below:

Figure 2: *Lexical items list*

Lexical item	Pronunciation	Translation	Grammar	Collocations	Example	Idea
<i>motorcycle</i>	/ˈməʊtə(r), saɪk(ə)/	<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>	

(Scrivener, 2011, p. 200)

Tips for selecting new vocabulary. In second language (L2) learning, it was found useful to stress the quality of vocabulary knowledge rather than quantity (McCarthy, 1990, p. 5).

Thornbury (2002) showed interesting survey results. He explained that as a second language (L2) learners, we would need 18 years to learn the same amount of vocabulary in our second language (L2) that we are able to learn in our mother tongue (L1) as infants in one year of our

life (p. 20). The amount of words, learners need to know, always depends on the individual, his/her level of knowledge, situation, etc. It is quite obvious that we will need different amounts of vocabulary for traveling in England and for a conference about endangered animals. Experts stated that the average number of words that uses native speaker during everyday conversation is about 2000 words. This argument was supported by Schmitt and McCarthy (1997) when they explained that English has one advantage for the second language (L2) learners. In English there is a small number of words which occur in a written or a spoken form very frequently. If learners know these high-frequency words, they will probably understand the text and could reach a good level of understanding. The vocabulary knowledge of 2000 English words is enough to understand 80% of the text. It means that approximately two words in a line will be unknown and it is enough for the learner to comprehend it. Based on these findings, several vocabulary lists of the most frequented words were compiled. These lists could be used by second language (L2) learners. As an example, I could mention *The general service* list by Michael West from the year 1953 (pp. 9/10; 13). Thornbury (2002) also pointed out to the problem that we have to distinguish between functional words (*has, too, she, did*) and content words (*table, learner, mother*). It would not be possible to communicate only using function words. That is the reason why we have to choose the vocabulary which fit our level and situation (p. 21).

After the learners are familiar with this vocabulary core there is a time to start to learn less frequent words. According to Schmitt and McCarthy (1997), learners should concentrate on the development of the efficient vocabulary strategies like to guess the meaning of the word from the context, use word parts and mnemonic techniques to remember words and use visual help (pictures, flashcards etc.) to remember new words (p. 11).

Also presenting new vocabulary could influence a student's ability to learn new vocabulary. As this thesis is concentrated on the self-study of vocabulary, here is advice how self-learners should approach new vocabulary.

- The learner should choose a set of new vocabulary which is connected with the same topic (at the doctor's, traveling etc.).
- The learner should choose a set of new vocabulary which has the same grammar and

similar use (adjectives to describe animals, verbs to describe sport activities etc.).

- The learner should choose a set of new vocabulary which fits the topic he or she is learning (calling to the hotel etc.); (Scrivener, 2011, p. 189)
- The learner should learn new vocabulary in the context; it means that extensive reading could be a good source of acquiring new vocabulary. It is a very natural way how to learn new vocabulary. It could be compared with our mother tongue (L1) when we learn new lexical items only in context and never separately. Simplified version of the books could be absolutely perfect for low-level students and beginners.
- Learning from pictures or flashcards could be good, but every word should be later practiced in a certain context. Only this way learners could learn how to use the word in communication (Schmitt and McCarthy, 1997, p. 11/12).
- The learner should choose the amount of a new lexical items that is adequate for his/her and don't overload themselves (McCarten, 2007, p. 23).

Tips for organizing new vocabulary. For second language learning (L2) it is essential to organize vocabulary notebooks. Good organization of it helps learners to learn second language more effectively. Good organization of the vocabulary notebooks helps primarily to the visual learners, but also other sensory types found it useful to organize their vocabulary notebooks well. Every learner should organize his/her vocabulary notebook on their own, their own creation helps to remember new vocabulary and vocabulary notebooks help students to learn also outside the class (McCarthy, 1990, pp. 91/92). Therefore, I would like to provide some tips and advice how to organize vocabulary notebooks.

- Organization according to the topic: real-world groups are groups which occur in the real world as for example parts of the body, food or animals. It was found useful to organize vocabulary notebooks in such a group connected with the topic.
- Organization according to the metalanguage: it is a way of grouping based on some linguistic criteria, grammatically similar groups (different parts of speech, words with the same prefix or suffix or the same sound, new lexical items which are used for example only in singular/plural form or which form irregular plurals etc). It was found useful to learn groups based on linguistic criteria, for example learn adjectives and

their opposites.

- Personal organizing: Creating own personal groups in vocabulary notebooks helps learners to make new vocabulary items more memorable. Grouping of words connected with the food, which learner likes or doesn't like, eats often or eats during the breakfast, helps the individual to remember them.
- New vocabulary items and their translation: it is maybe the simplest way how to write down new lexical items. For one learner could it be sufficient, for other insufficiently creative.
- Using pictures: this is a much more creative way how to organize a vocabulary notebook. It is much more time-consuming, but some learners found it very useful.
- Using charts and word webs is a sort of learning new lexical item and also revising the older ones.
- Using a new lexical item in a context: for example, writing true/false sentences with a new lexical item, writing dialogs, etc. Helps students to personalize a new lexical item and remember it.
- Synonyms: a new lexical item is supplemented with synonyms.
- Antonyms: a new lexical item is contrasted with its antonyms (McCarten, 2007, pp. 22, 25); (Cross, 1991, pp. 5-8).
- Organization according to style: new lexical items could be organized according to its use as colloquial, neutral style etc.
- Organization according to the differences in the meaning: some words have got only one meaning, but there also exist multiple-meaning words. New lexical items could be organized with the list of all their meanings (for example the word *sentence* could mean grammatical unit consisting of clauses, but also punishment given by a judge); (Gairns and Redman, 1986, p. 70/71; McCarthy, 1990, pp. 92-95).

Good example of organizing new lexical items connected with the topic foreign languages, country names and nationalities is provided below:

Figure 3: *A vocabulary organizing activity*

Complete the chart with languages and countries. Compare your answers with a partner.

I can speak...	I can't speak...	I want to go to...
Portuguese a little English	Korean	Australia

(McCarten, 2007, p. 23)

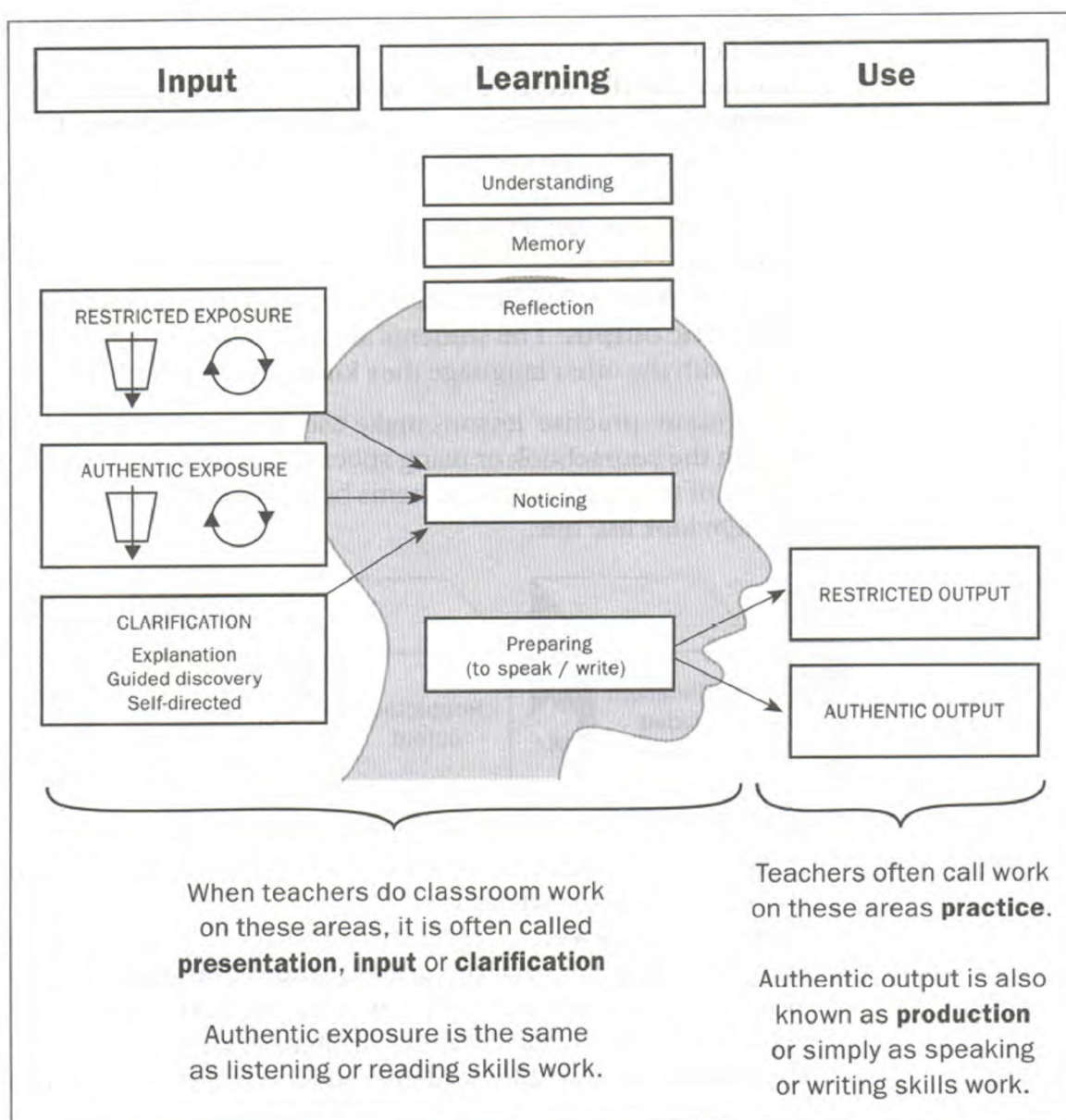
Tips for rehearsing new vocabulary. Scrivener (2011) highlighted the importance that every Lexis should be practiced in spoken communication. Only this way the learner could master the correct pronunciation and stress of the new Lexis (p. 188). After presenting new lexical items, explanation of their meaning and form, learners should practice them immediately. This argument was supported by McCarten (2007), who stated that there exist many different opinions how to learn new vocabulary. Nevertheless, most of the teachers agree that the repetition is a very important part of second language (L2) learning and an active usage of the new lexical item is more effective than only seeing it. Researchers also proved that forgetting the newly learned words occurs immediately after learners first learn it, so the practice of the new lexical items is absolutely necessary (p. 21). Examples, how to effectively practice new lexis, are listed bellow:

- repeating words by saying them out loud rather than silently
- repeating new words by producing them is more effective than only seeing or hearing them (McCarten, 2007, p. 21)
- choral repeating of the new lexis is very useful as well as drill repetition (it was found useful to repeat one word immediately few times, using an articulatory loop, see the chapter: Tips for Remembering New Vocabulary)
- miming new lexis
- translating new lexis
- drawing a picture of the new lexis, showing flash cards or picture on the interactive board
- telling a story using new lexis, anecdote, new report etc.
- showing real objects

- pointing to real objects
- paraphrasing new lexis (it is also practicing the lexis learners already know)
- finding and reading dictionary definitions aloud (Scrivener, 2011, pp. 189-190)
- retrieving already known lexis (retrieval is more deepened kind of repetition when new lexical item is practiced for example by writing to perceive it by another sense which help learners for better memorization)
- using TPR method: Total physical response is a language teaching method when new language item is fixed by certain physical movement (Carter and McCarthy, 1988, p. 67).

Now it is quite obvious that practicing new lexis is very important. Before practicing, the presentation of any new lexis has to be done. New lexis has to be introduced, clarified, explained and then, when the words seem to be understood, learners should practice new lexis using the language themselves. The good schema of this 'present-practice' cycle is provided below:

Figure 4: 'Present-Practice' process



(Scrivener, 2011, p. 159)

Drill technique. Drill in language learning is a very discussed topic that has its supporters and opponents. That is the reason why I decided to dedicate a paragraph to this topic. Drill is an intensive oral practice of the new item by using simple repetition. Drill can be used for practicing vocabulary as well as for grammar. Some teachers consider drill to be old-

fashioned, but it was proved that drill exercises have good results while second language (L2) learning. Using drill repetition helps learners automatize new items, and be more confident while using a second language (L2). When learners have some problem with pronunciation, it helps to repeat the problem item many times. Learners will become familiar with it and be able to use it without major problems.

Useful tips for drill variation in drilling vocabulary could be found bellow:

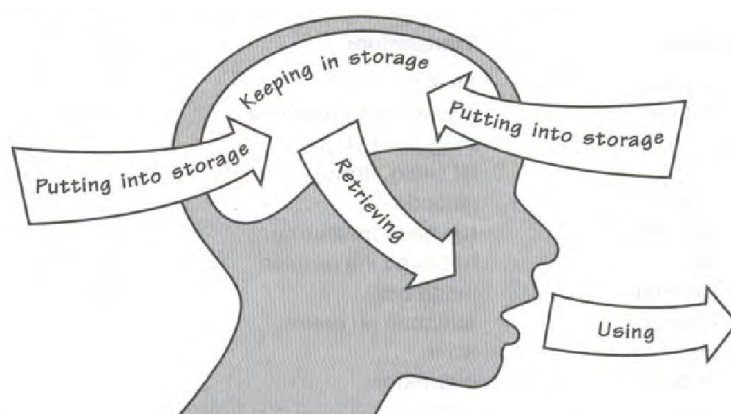
- repeat new lexical item
- repeat new lexical item using it in a different sentences
- repeat new lexical item, loudly, quietly, whispering, singing, shouting, slowly, fast, with exaggerated intonation, with flat intonation, with a specific accent, with exaggerated rhythm
- repeat new lexical item while sitting, or walking around the class or doing another movement (Scrivener, 2011, pp. 169-172; Stevick, 1988, pp. 89,90,99).

Tips for remembering new vocabulary. Good results of effective learning are that learners not only learn new vocabulary, but they also understand it and they are able to use them in appropriate context. Someone could consider learning grammar as learning the rules and learning vocabulary could see as more demanding as we have to remember every individual part of the language. Learners have to practice new lexical item by seeing it, saying it and writing it many times before this lexical item is learned. Experts provided various numbers of how many times a learner needs to encounter a new lexical item to remember it. Results again depend on an individual, this number is between five and twenty (McCarten, 2007, p. 21).

There are three parts of memory: short-term store, working memory, and long-term memory. A short-term store has a limited capacity and allows us to remember something for a few seconds, for example to repeat new vocabulary after the teacher or to remember a telephone number before writing it down. Using the working memory, we can work with new words and for example compare them with words from long-term memory – words in long-term memory are durable over time and learner will probably use them the most. To store new information in our mind we use an articulatory loop – it is a way of permanent repetition to memorize

something (see figure 5 below). Also mnemonics could help us to transfer new information from short-term memory to working memory or to long-term memory. Mnemonics are keywords techniques when we use some visual element or our own clue to remember something (Thornbury, 2002, p. 23; p. 145).

Figure 5: *The four things involved in remembering*



(Scrivener, 2011, p. 200)

As explained before, human memory consists of three parts: short-term store, working memory, and long-term memory. Remembering new lexical items should be the result of the effective learning process. Learner's should try to remember the new lexical item and, ideally, inculcate it in their long-term memory. Here you can find some various types of the learning vocabulary techniques:

- Continuity: We better remember the words which are linked with each other or with already known words; they are similar to them in meaning or sound. So it is useful to learn new lexical items which are interconnected with our previous knowledge.
- Systematic nature: Remembering new vocabulary is more effective when learning new words in separate groups several times. Learners should learn new lexical items at the beginning of the learning process, again at the end of their learning and also revise it next lesson.
- Placing: Words which we put at the top of our learning list tend to be remembered better than words at the end. So learners should put the least memorable vocabulary at

the beginning of their list (Ur, 1991, p. 67).

- Spacing: It is good to learn smaller groups of new lexical items rather than everything at once, the memory will not be overcrowded.
- Pacing: Learners should have an opportunity to pace their own learning process and adapt their own rehearsal activities to their learning style.
- Use: When learning a new item, it was found useful to learn it and immediately use it in a practice. Every new item should be practiced in a sentence for example to fix its meaning and use.
- Cognitive depth: The more cognitively demanding and the more decisive the learning process is, the better the new lexical items are remembered.
- Personal organizing: Learners should organize their learning steps and style to better remember the new lexical items on their own. It could include using vocabulary notes and dictionaries, using key words or mnemonics, etc.
- Using pictures: New lexical items will be better fixed when the learner sees the picture of it. Visual memory helps learners to preserve new items in a long-term memory.
- Mnemonics: are keywords techniques used by learner to remember new item. Every learner should try to find his/her own mnemonics to remember new vocabulary.
- Motivation: Strong motivation makes the learning process more effective, so the learners should try to motivate themselves, for example, write a self-assessment list after one month of their learning, indicate what they have learned and where they must improve (Thornbury, 2002, pp. 24-25).
- Word form: It was proved that successful learners pay attention to the word form, its spelling and word formation. Subsequently, these learners make fewer mistakes than others.
- Using contextual clues: Knowing word formation as for example prefixes and suffixes could help the learners to guess the meaning of the word (Thornbury, 2002, pp. 144/145).
- Vocabulary notebook: It is recommended to use vocabulary notebooks. Learners could organize it as they wish. Moreover, it was found useful to choose the smallest size of notebook that learners can take it wherever they want with them. Of course nowadays, paper vocabulary notebooks could be replaced with technology devices such tablets,

phones etc. as it is very useful to use Information and Communication Technologies (ICT) while language learning.

- Alphabetical order: Alphabetical order of a new lexical items sometimes helps learners to memorize them (Thronbury, 2002, 157/158).

Tips for revising new vocabulary. Learning a new lexical item requires repeated visits and conscious study. Many authors provided tips of useful activities how to record new vocabulary. This list can be perfectly used for remembering and revising new lexical items:

- Labelling: After familiarization with a set of words related to some topic (kitchen etc.), learners will try to write on their own as many words as they can remember connected with this topic. More creatively, this activity could be done with a picture related to the topic and learner should try to write the words on it as he/she learned them.
- Collocations and chunks: Learners write a key word in the middle of the paper and try to remember as many collocations and chunks as possible (*traffic jam, traffic lights, traffic warden* etc.).
- Lexical item collector: Learners practice new lexical items in a different grammatical category, for example as a noun, adjective, verb or adverb (*happiness - happy, happily*). This activity could be also used in many variations for example for practicing verb forms (*go - went, gone*); (Scrivener, 2011, pp. 201-203).
- Brainstorming: This is the way how to revise new lexical items. One word is placed in the middle of the paper and the learner's task is to try to remember as many words connected with the word in the middle (*tree - green, leaf, roots, family*). When working in a group, new vocabulary, which is unknown to the particular learner should be introduced. This exercise could be adapted to the learners' needs. A variation may be to put a word with a certain prefix in the middle and try to remember as much similar prefixes as learners are able to imagine (*unknown - unacceptability, unprepared, unable*). Other variation could be that some transitive word is putted in the middle and learners try to remember as much objects to go with it as they can (*push - push aside, push ahead, push forward, push around*); (Ur, 1991, pp. 68,69). Scrivener (2011) named this activity like word web, memory map or mind map. He also stressed the importance of the connection and the continuity inside the learning process. While

working in a group, this activity could be used as learning new lexical items as recording them (p. 201).

Adolescent Learners

As the research of my thesis examines strategies of children of grades six to nine, this subchapter is dedicated to the typical behavior of these children. To understand their learning behaviour, I found it useful to summarize some typical features of this group of adolescent learners.

The age of learners plays an important role in language learning. Learners of different ages have different needs, learning styles, abilities and motivation. Whereas young learners could be thought through games, adult learners could be annoyed with this approach. It is important to emphasize that every learner is an individual with different knowledge and skills, but here I outline the features that are the most typical for this group of adolescent learners.

To understand the behavior of teenagers could seem sometimes difficult and hopeless. Teaching teenagers could be seen as a big challenge, but if the teacher finds the right way to do it, teaching teenagers could be rewarding. A typical negative feature of adolescents is that they seem unmotivated and uncooperative in learning. It is essential to find the right way how to motivate them, manage them and built up trusting relationships with them. Whereas young learners are very often energized in the learning process, teenagers seem less lively and humorous even than adults. While teaching teenagers, discipline problems can occur very often (Harmer, 2001, pp. 37-39).

On the other hand, the advantage of adolescent learners is that they do not have so many barriers in learning as for example adults have. One of the assumptions about this age group is that their brain is still young and flexible and learning languages is easier for them than for adults, but this statement is not proved. Nevertheless it is obvious that their learning potential is much greater than the learning potential of young children. Penny Ur declared that teenage students are in fact the best language learners (Ur, 1991, pp. 290-293; Harmer, 2001, pp. 37-39).

The following are a few explanations of adolescent's behavior:

- Attention: while young learners love the attention of the teacher, adolescents hate it. The peer approval is for them more important than the approval of the teacher. This is the reason why they are so often disruptive – they need to attract the attention of their classmates.
- Boredom: adolescent learners feel very often bored, especially if teachers bring their problems into the class (example: Why did you come late? Why don't you have the homework?) It is better to talk about interesting topics that again and again about their problem behavior.
- Relevant and involving materials: it is not unimaginable; teenagers could be engaged in the lesson. Teachers have to think about their interests and bring to the class interesting materials and topics. Teenagers prefer real-task materials, which require their response rather than abstract learning activities.
- Self-esteem: adolescent students need to express their identity, share their own opinions, personality etc. Everyone likes to talk about himself (Harmer, 2011, pp. 38/39).
- Responsibility and cooperation: adolescent learners sometimes appreciate chances to be independent, work on their own. Sometimes they would like to work in different groups, cooperate with their peers. Teachers should change organizational forms as much as possible.
- Mood swings: teachers have to be sensitive to their personal problems and moods.
- Challenging: teenagers do not like routine tasks, they need activities that challenge them.
- Developing own learning strategies: teenagers are independent learners, teachers should give them chance to personalize their learning experiences (Children-10-12-year-olds, 2015).

To conclude, learning is a very important process in our lives. The effectiveness of learning depends on many factors as the characteristics of an individual's behavior, methods and strategies used for learning or approaches by the teacher or learner. Our aim in learning process should be to make this process as much effective as possible to gain lots of knowledge and store it for future use.

III. RESEARCH METHODOLOGY

As was shown in the previous part, there exist many vocabulary learning strategies which could make vocabulary acquisition more effective. My research was focused on chosen learning strategies according to the Lojová and Vlčková (2011) and Oxford (2003), which are described in the theoretical part of my thesis. The main objective of my research was to try to find how effectively learners use the learning strategies while vocabulary learning. As the research was made in one Czech primary school, the purpose of my research was also try to find whether the effective learning strategies for vocabulary learning are used in current schools in the Czech Republic or not. The objective of this chapter is to describe my research, explain my research questions and chosen methods, describe the character of the chosen respondents, and depict the questioning process more in detail.

Research Questions

The goal of my research was to find if the vocabulary learning strategies are used effectively; and how these strategies are used in order of frequency. In my research, I contrasted the use of concrete strategies in every grade from six to nine; and the comparison of the use of every strategy by all pupils of an upper primary school was done at the end of my research (see Table 1 and Graph 36). Finally, I provided the contrast between positive and negative attitudes to learning the English language to provoke a discussion associated with my results.

Methods

Questionnaire. (See Appendix A for the Czech version, for the English version see Appendix B) The research was focused on children of grades six to nine of an upper primary school. The typical feature of this age group is that they are restless and cannot concentrate too long. According to this fact, I decided to choose the method which is not too complicated and time consuming. Questionnaires appeared as the best method for collecting the data of my research. Since these used questionnaires were designated for the Czech students of the English language, their original versions were presented in Czech. The questionnaires included 41 questions and were divided into 4 parts. The first part was focused on the personal data of

participants, their previous learning experiences with English language learning as well as their personal attitudes to the English language learning as the second language (L2). The remaining parts contained declarative sentences describing different vocabulary learning strategies described in the theoretical background. In the second part, there were used declarative sentences describing cognitive strategies. The purpose of these questions was try to find if the participants use vocabulary learning strategies, used while learning new lexical items and selecting them, effectively. Questions touching the areas of learning correct pronunciation and spelling while vocabulary learning as well as the strategies used for remembering, revising and practicing lexical items were included here. Respondents could choose to what extent they agree or disagree with that statements by selecting between – always/often/sometimes/never. The third part was dedicated to the metacognitive strategies, where I tried to identify if the learners use effective strategies for organizing new lexical items. In this part I used declarative sentences where I tried to detect if the learners use vocabulary notebooks for their vocabulary learning and if they organize them according to some principle. In that part, respondents could choose if they agree or disagree with appropriate statement by selecting between – yes/no answers. The fourth part of the questionnaire dealt with the memory-related strategies, affective strategies, cover/compensatory strategies and social strategies. The combination of declarative statements describing memorizing new lexical items and facts what help the learners to remember a new lexical item; relaxing methods used while learning; strategies used to guess the meaning; and strategies supporting communication with others were listed there. The selection between yes/no answers was also used there. Last but not least, two questions in the questionnaire were dedicated to the use of translation strategy in language learning in order to find the use of the mother tongue while vocabulary learning.

Participants

All participants, chosen for the purpose of my research, were students of 25. ZS in Pilsen. The total number of respondents was 71. Thirty-five of them were girls and thirty-six were boys. There were 18 six graders, 19 seven graders, 19 eight graders and 15 nine graders.

Process

The questionnaires contained clear and comprehensible questions and were filled in

anonymously. While questioning, the fact that there were no wrong answers was emphasized as well as the fact that no assessment after it's completion will follow. Children were informed how to fill in the questionnaires. They could also ask the researcher for any clarifications if needed. The questionnaires were completed in 15 minutes at the beginning of May 2015 within one week. In the first part, there were questions where respondents could choose to what extent they agree or disagree with that statements by selecting between – always/often/sometimes/never. When analyzing the data in the complete overview (see Graph 36 and Table 1), answers from this part as always and often were considered positive answers; and answers as sometimes and never were considered negative answers. According to this, the final overview of the use of learning strategies by pupils of an upper primary school was made.

To conclude, the research was focused on the effectiveness of vocabulary learning strategies and its use in current primary schools in the Czech Republic. All the result and commentaries could be found in the following chapter which is dedicated to the data analysis.

IV. RESULTS AND COMMENTARIES

This chapter is dedicated to the presentation of the collected data. These data are analyzed in compliance with the theoretical principles described in the theoretical part. The results are depicted in graphs for better orientation. Finally, at the end of this chapter a conclusion is drawn as well as the discussion of my results is presented.

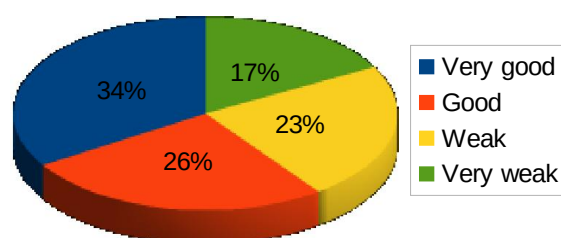
Inventory

Cognitive Strategies

In the second part, there were 9 declarative sentences used to outline cognitive strategies. The goal of these questions was try to find how effectively the participants use vocabulary learning strategies used while learning new lexical items and selecting them. Respondents could choose to what extent they agree or disagree with that statements by selecting between – always/often/sometimes/never.

Results in grade six. The total number of respondents in grade six was 18. In my research, 34% of the respondents showed to be effective users of cognitive strategies; 26% of respondents showed good usage of cognitive strategies; 23% respondents showed weak usage of cognitive strategies and 17% of respondents showed that they do not use cognitive strategies while their language learning hardly at all. See Graph 1.

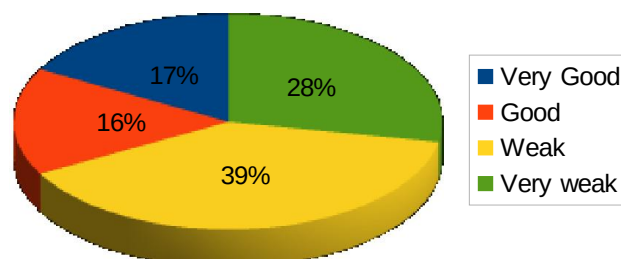
Graph 1: *Cognitive strategies I.*



Results in grade seven. The total number of respondents in grade seven was 19. In my research, 17% of the respondents showed to be effective users of cognitive strategies; 16% of

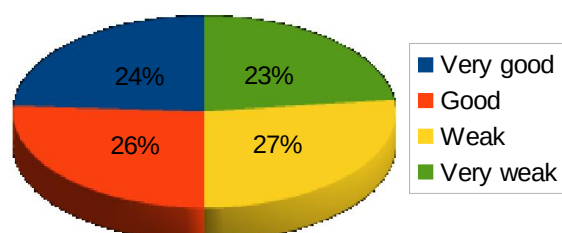
the respondents showed good usage of cognitive strategies; 39% of the respondents showed weak usage of cognitive strategies and 28% of the respondents showed that they do not use cognitive strategies while their language learning hardly at all. See Graph 2.

Graph 2: *Cognitive strategies II.*

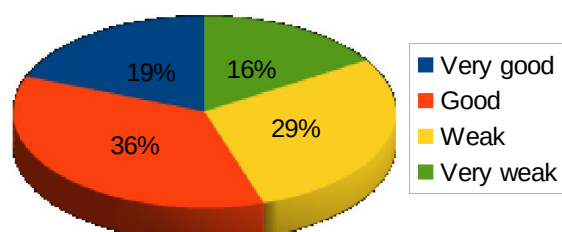


Results in grade eight. The total number of respondents in grade eight was 19. In my research, 24% of the respondents showed to be effective users of cognitive strategies; 26% of the respondents showed good usage of cognitive strategies; 27% of the respondents showed weak usage of cognitive strategies and 23% of the respondents showed that they do not use cognitive strategies while their language learning hardly at all. See Graph 3.

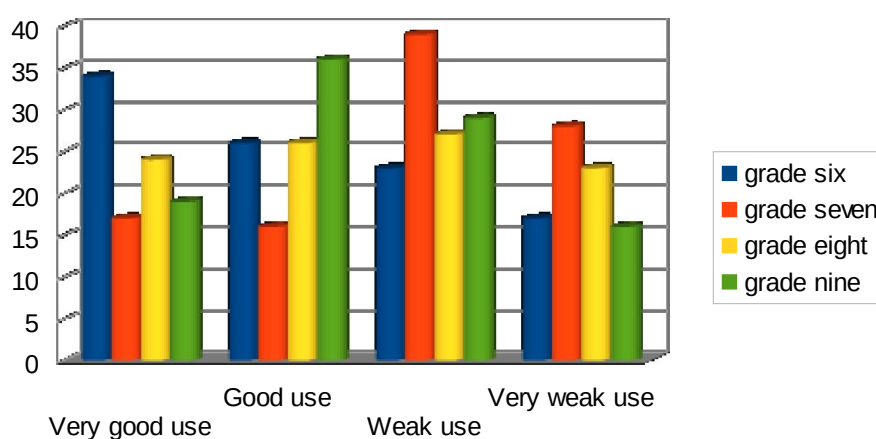
Graph 3: *Cognitive strategies III.*



Results in grade nine. The total number of respondents in grade nine was 15. In my research, 19% of the respondents showed to be effective users of cognitive strategies; 36% of the respondents showed good usage of cognitive strategies; 29% of the respondents showed weak usage of cognitive strategies and 16% of the respondents showed that they do not use cognitive strategies while their language learning hardly at all. See Graph 4.

Graph 4: *Cognitive strategies IV.*

Results in grade six to nine. For clarity, I have compared all four grades from six to nine to clearly see how they use cognitive strategies in vocabulary learning. The total number of respondents was 71. My research shows that pupils from grade six are the best users of cognitive strategies while pupils from grade seven do not use cognitive strategies while vocabulary learning hardly at all. One half of pupils from grade eight use cognitive strategies while vocabulary learning quite effectively, while one half do not use them while language learning. In overall, 49% of the pupils of an upper primary school use cognitive strategies effectively. More than half, specifically 51% of the pupils of an upper primary school don't use cognitive strategies while their second language learning effectively. See Graph 5.

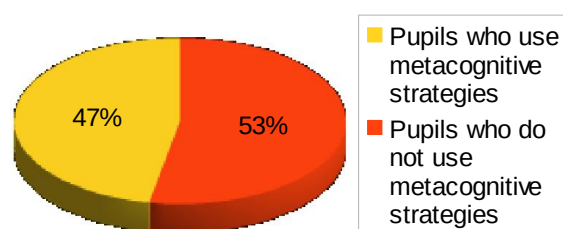
Graph 5: *Cognitive strategies V.*

Metacognitive Strategies

The third part was dedicated to metacognitive strategies. In this part, I tried to identify if the learners use vocabulary notebooks for their vocabulary learning and if they organize them according to some principles. In that part, respondents could choose if they agree or disagree with statements by selecting between – yes/no answers.

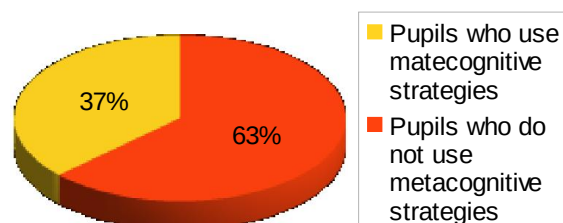
Results in grade six. The total number of respondents in grade six was 18. In my research, only 47% of the respondents showed that they use metacognitive strategies for their vocabulary language learning. More than half, specifically 53% of the respondents showed that they do not use metacognitive strategies effectively. See Graph 6.

Graph 6: *Metacognitive strategies I.*



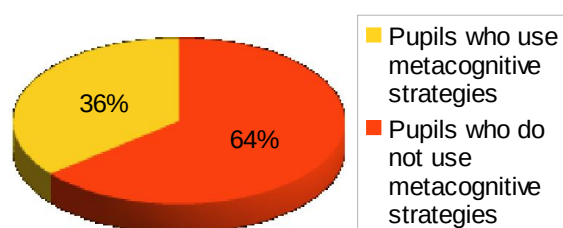
Results in grade seven. The total number of respondents in grade seven six was 19. In my research, only 37% of the respondents showed that they use metacognitive strategies for their vocabulary language learning. More than half, specifically 63% of the respondents showed that they do not use metacognitive strategies effectively. See Graph 7.

Graph 7: *Metacognitive strategies II.*



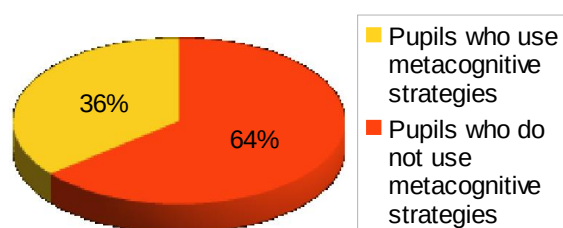
Results in grade eight. The total number of respondents in grade eight was 19. In my research, only 36% of the respondents showed that they use metacognitive strategies for their vocabulary language learning. More than half, specifically 64% of the respondents showed that they do not use metacognitive strategies effectively. These results are absolutely the same as the results in grade nine. See Graph 8.

Graph 8: *Metacognitive strategies III.*



Results in grade nine. The total number of respondents in grade nine was 15. In my research, only 36% of the respondents showed that they use metacognitive strategies for their vocabulary language learning. More than half, specifically 64% of the respondents showed that they do not use metacognitive strategies effectively. These results are absolutely the same as the results in grade eight. See Graph 9.

Graph 9: *Metacognitive strategies IV.*

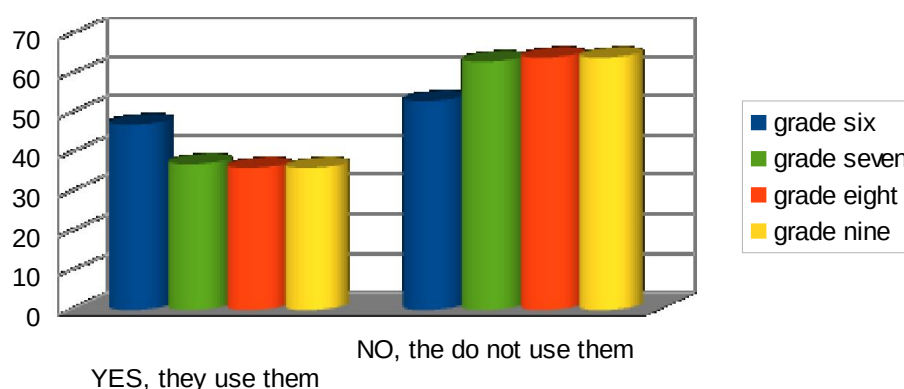


Results in grade six to nine. For clarity, I have compared all four grades from six to nine to clearly see how they use metacognitive strategies in vocabulary learning. The total number of respondents was 71. In overall, 39% of the pupils of an upper primary school use metaconitive strategies effectively. More than half, specifically 61% of the pupils of an upper primary

school don't use metacognitive strategies while their second language learning effectively. According to this, my research shows that pupils do not use metacognitive strategies while learning vocabulary too much. See Graph 10.

Graph 10: *Metacognitive strategies V.*

The comparison of use of metacognitive strategies in grades six to nine

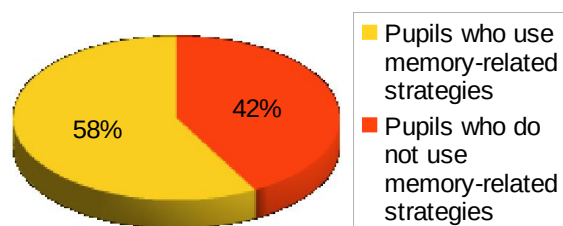


Memory-related Strategies

Questions number 4-9 in the fourth part were dedicated to memory-related strategies, which were defined by Oxford (2003) as strategies used for storing information. The purpose of these questions was to find to which extent the participants use memory-related strategies. I tried to identify it by asking the questions about what help learners to remember new lexical items – if it is their position on a vocabulary list, the number of new vocabulary items or the frequency of their use etc. The selection between yes/no answers was used there.

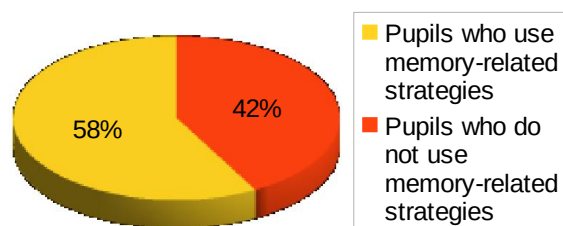
Results in grade six. The total number of respondents in grade six was 18. In my research, 58% of the respondents showed that they use memory-related strategies for their vocabulary language learning. Less than half, specifically 42% of the respondents showed that they do not use memory-related strategies. These results are absolutely the same as the results in grade seven and nine. See Graph 11.

Graph 11: *Memory-related strategies I.*



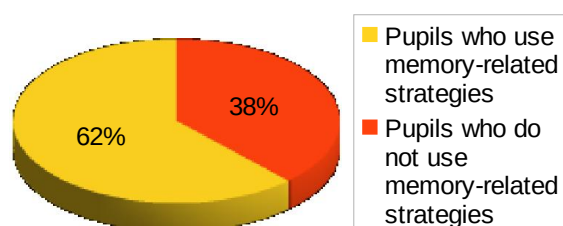
Results in grade seven. The total number of respondents in grade seven six was 19. In my research, 58% of the respondents showed that they use memory-related strategies for their vocabulary language learning. Less than half, specifically 42% of the respondents showed that they do not use memory-related strategies. These results are absolutely the same as the results in grade six and nine. See Graph 12.

Graph 12: *Memory-related strategies II.*



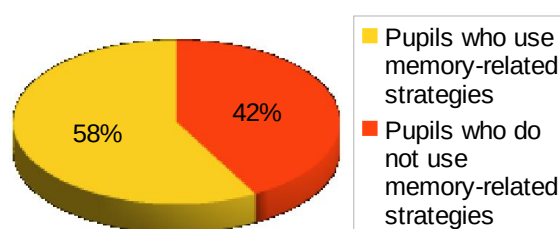
Results in grade eight. The total number of respondents in grade eight was 19. In my research, 62% of the respondents showed that they use memory-related strategies for their vocabulary language learning. Less than half, specifically 38% of the respondents showed that they do not use memory-related strategies. See Graph 13.

Graph 13: *Memory-related strategies III.*



Results in grade nine. The total number of respondents in grade nine was 15. In my research, 58% of the respondents showed that they use memory-related strategies for their vocabulary language learning. Less than half, specifically 42% of the respondents showed that they do not use memory-related strategies. These results are absolutely the same as the results in grades six and seven. See Graph 14.

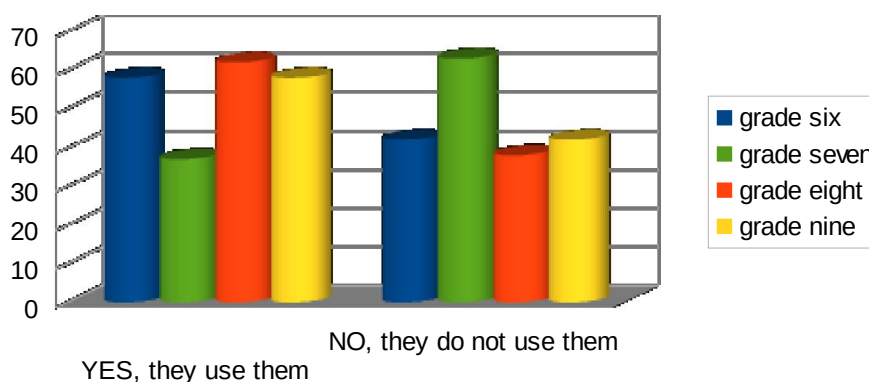
Graph 14: *Memory-related strategies IV.*



Results in grade six to nine. For clarity, I have compared all four grades from six to nine to clearly see how they use memory-related strategies in vocabulary learning. The total number of respondents was 71. In overall, 59% of the pupils of an upper primary school use memory-related strategies effectively. Less than half, specifically 41% of the pupils of an upper primary school don't use memory-related strategies while their second language learning effectively. The best users of memory-related strategies are pupils from grade eight. See Graph 15.

Graph 15: *Memory-related strategies V.*

e comparison of use of memory-related strategies in grades six to ni

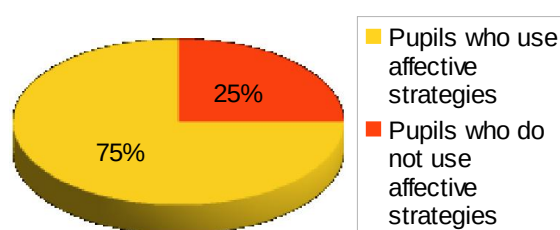


Affective Strategies

Questions number 10 and 11 in the fourth part are focused on affective strategies. These strategies are used for relaxation between learning as they make the learning process more effective. The investigation of the use of these relaxing strategies was done there. Respondents could also choose between yes/no answers.

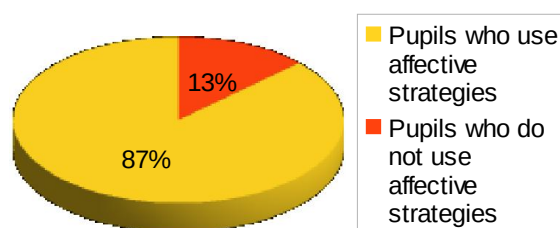
Results in grade six. The total number of respondents in grade six was 18. In my research, 75% of the respondents showed that they use affective strategies for their vocabulary language learning. Only 25% of the respondents showed that they do not use affective strategies. See Graph 16.

Graph 16: *Affective strategies I.*



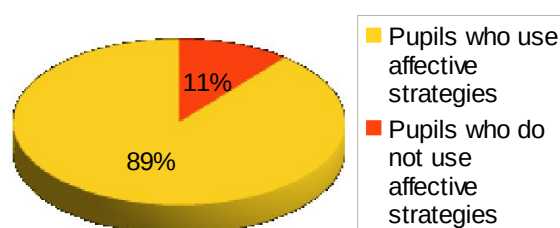
Results in grade seven. The total number of respondents in grade seven was 19. In my research, 87% of the respondents showed that they use affective strategies for their vocabulary language learning. Only 13% of the respondents showed that they do not use affective strategies. See Graph 17.

Graph 17: *Affective strategies II.*



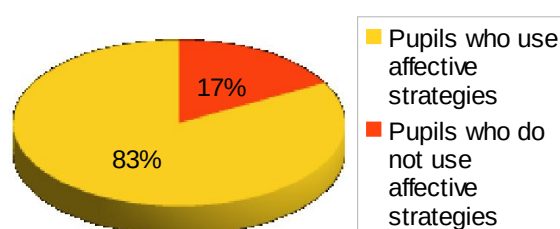
Results in grade eight. The total number of respondents in grade eight was 19. In my research, 89% of the respondents showed that they use affective strategies for their vocabulary language learning. Only 11% of the respondents showed that they do not use affective strategies. See Graph 18.

Graph 18: *Affective strategies III.*



Results in grade nine. The total number of respondents in grade nine was 15. In my research, 83% of the respondents showed that they use affective strategies for their vocabulary language learning. Only 17% of the respondents showed that they do not use affective strategies. See Graph 19.

Graph 19: *Affective strategies IV.*

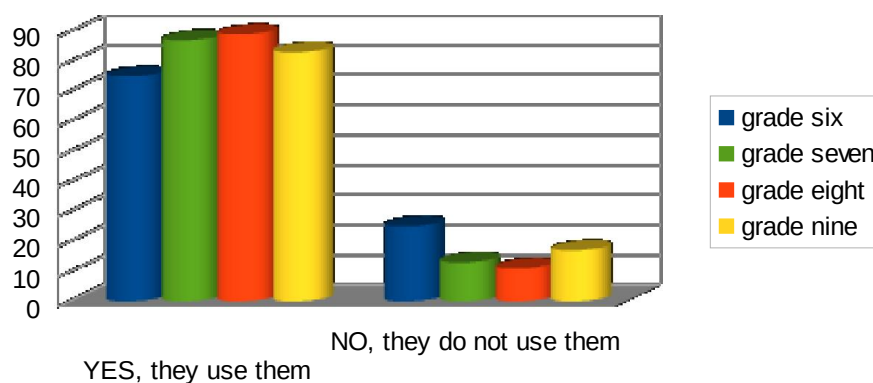


Results in grade six to nine. For clarity, I have compared all four grades from six to nine to clearly see how they use affective strategies in vocabulary learning. The total number of respondents was 71. My research shows that all pupils use affective strategies while their vocabulary learning effectively. In overall, 84% of the pupils of an upper primary school use affective strategies effectively. Less than half, specifically 16% of the pupils of an upper primary school don't use affective strategies while their second language learning effectively. The best users of affective strategies are pupils from grade eight, while pupils from grade six

use affective strategies the least. See Graph 20.

Graph 20: *Affective strategies V.*

The comparison of use of affective strategies in grades six to nine

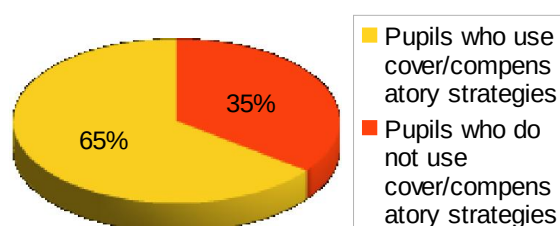


Cover/Compensatory Strategies

Questions number 1-3 in the fourth part are observing the use of cover strategies described by Lojová and Vlčková (2011) and compensatory strategies by Oxford (2003). These strategies are used by learners when they need to hide their lack of comprehension for example by substituting unknown word or trying to guess the meaning of it. Respondents could also choose between yes/no answers.

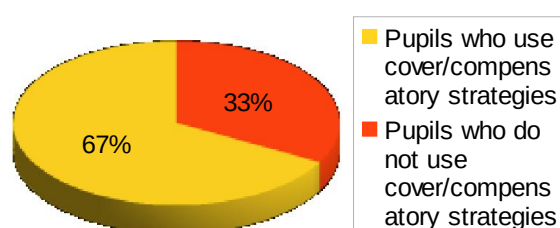
Results in grade six. The total number of respondents in grade six was 18. In my research, 65% of the respondents showed that they use cover/compensatory strategies for their vocabulary language learning. Only 35% of the respondents showed that they do not use cover/compensatory strategies. See Graph 21.

Graph 21: *Cover/Compensatory strategies I.*



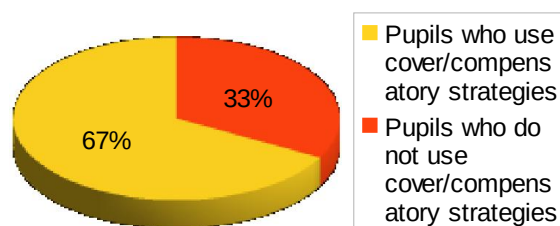
Results in grade seven. The total number of respondents in grade seven was 19. In my research, 67% of the respondents showed that they use cover/compensatory strategies for their vocabulary language learning. Only 33% of the respondents showed that they do not use cover/compensatory strategies. These results are absolutely the same as the results in grade eight. See Graph 22.

Graph 22: *Cover/Compensatory strategies II.*



Results in grade eight. The total number of respondents in grade eight was 19. In my research, 67% of the respondents showed that they use cover/compensatory strategies for their vocabulary language learning. Only 33% of the respondents showed that they do not use cover/compensatory strategies. These results are absolutely the same as the results in grade seven. See Graph 23.

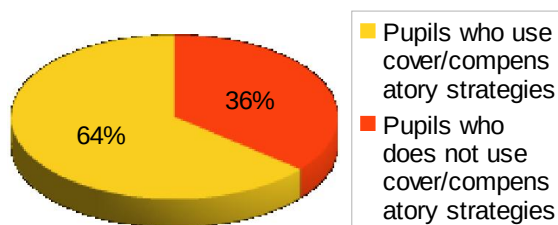
Graph 23: *Cover/Compensatory strategies III.*



Results in grade nine. The total number of respondents in grade nine was 15. In my research, 64% of the respondents showed that they use cover/compensatory strategies for their vocabulary language learning. Only 36% of the respondents showed that they do not use

cover/compensatory strategies. See Graph 24.

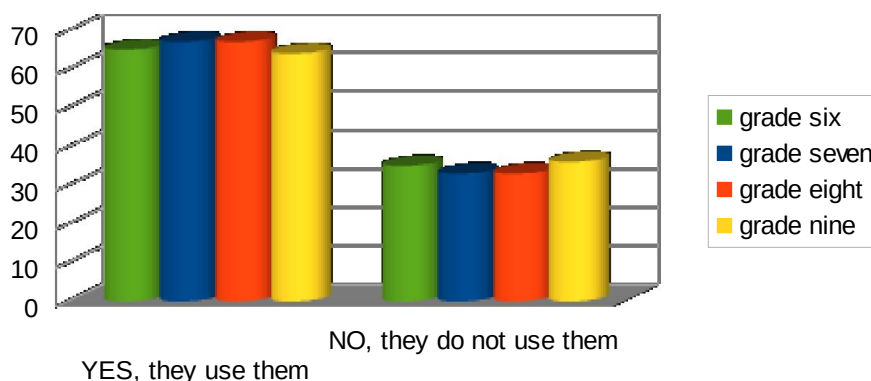
Graph 24: *Cover/Compensatory strategies IV.*



Results in grade six to nine. For clarity, I have compared all four grades from six to nine to clearly see how they use cover/compensatory strategies in vocabulary learning. The total number of respondents was 71. In overall, 66% of the pupils of an upper primary school use cover/compensatory strategies effectively. Less than half, specifically 34 % of the pupils of an upper primary school don't use cover/compensatory strategies while their second language learning effectively. The best users of cover/compensatory strategies are pupils from grades seven and eight. Nevertheless, results show that all grades from six to nine use this strategy effectively in their vocabulary learning. See Graph 25.

Graph 25: *Cover/Compensatory strategies V.*

Comparison of use of cover/compensatory strategies in grades six to

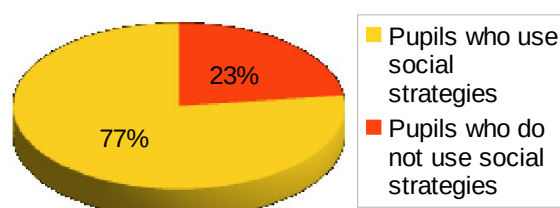


Social Strategies

Questions number 12 and 13 in the fourth part were observing the use of social strategies. These strategies are used to engage students to in communication about the language. As an example we can mention the situation when students ask teachers for advice or when students learn new vocabulary together with one of their classmates. Respondents could also choose between yes/no answers.

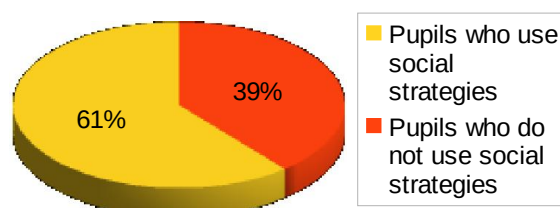
Results in grade six. The total number of respondents in grade six was 18. In my research, 77% of the respondents showed that they use social strategies for their vocabulary language learning. Only 23% of the respondents showed that they do not use social strategies. See Graph 26.

Graph 26: *Social strategies I.*



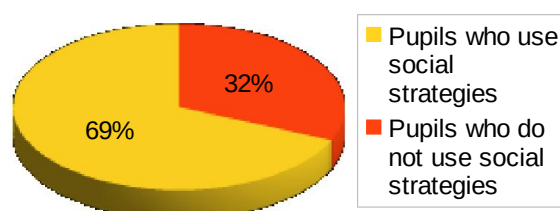
Results in grade seven. The total number of respondents in grade seven six was 19. In my research, 61% of the respondents showed that they use social strategies for their vocabulary language learning. Only 39% of the respondents showed that they do not use social strategies. See Graph 27.

Graph 27: *Social strategies II.*



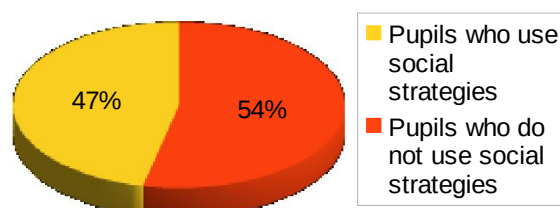
Results in grade eight. The total number of respondents in grade eight was 19. In my research, 69% of the respondents showed that they use social strategies for their vocabulary language learning. Only 32% of the respondents showed that they do not use social strategies. See Graph 28.

Graph 28: *Social strategies III.*



Results in grade nine. The total number of respondents in grade nine was 15. In my research, only 47 of the respondents showed that they use social strategies for their vocabulary language learning. More than half, 54 % of the respondents showed that they do not use social strategies. See Graph 29.

Graph 29: *Social strategies IV.*

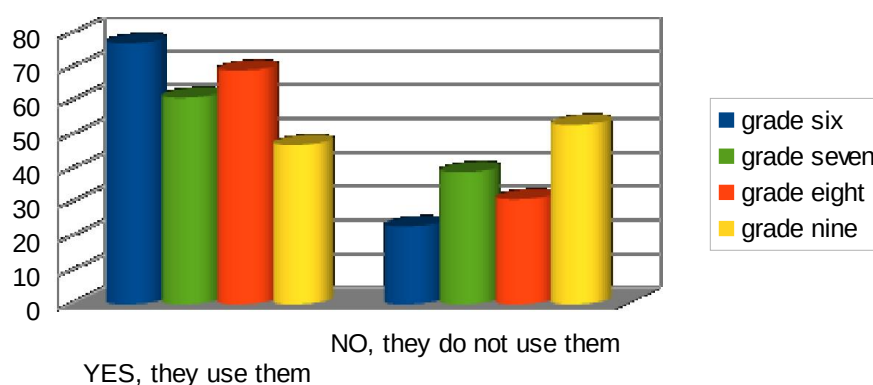


Results in grade six to nine. For clarity, I have compared all four grades from six to nine to clearly see how they use social strategies in vocabulary learning. The total number of respondents was 71. In overall, 63% of the pupils of an upper primary school use social strategies effectively. Less than half, specifically 37% of the pupils of an upper primary school don't use social strategies while their second language learning effectively. My research shows that the youngest pupils from grade six are the most sociable while vocabulary learning. On the other hand, the oldest pupils from grade nine are the least sociable learners and prefer

learning alone to cooperation. See Graph 30.

Graph 30: *Social strategies V.*

The comparison of use of social strategies in grades six to nine

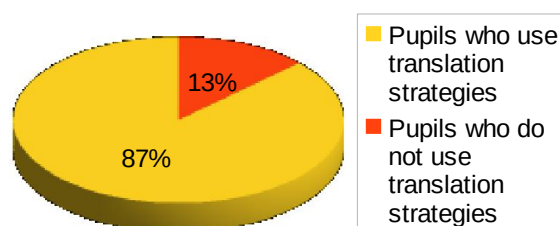


Translation Strategies

Question number 8 in the second part and the question number 2 in the third part are observing the use of cover translation described by Lojová and Vlčková (2011). These strategies are focused on the role of the mother tongue in language learning. Using the translation strategy, learners translate foreign expressions into their mother tongue. Respondents could also choose between yes/no answers.

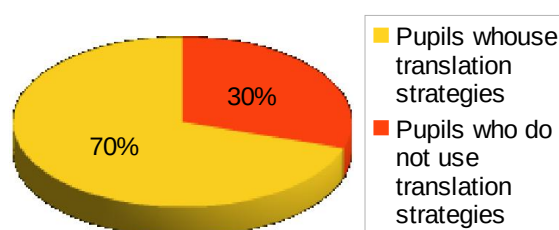
Results in grade six. The total number of respondents in grade six was 18. In my research, 87% of the respondents showed that they use translation strategies in their vocabulary learning. Only 13% of the respondents showed that they do not use translation strategies. See Graph 31.

Graph 31: *Translation strategies I.*



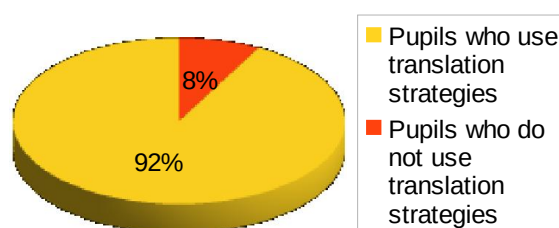
Results in grade seven. The total number of respondents in grade seven six was 19. In my research, 70% of the respondents showed that they use translation strategies for their vocabulary language learning. Only 30% of the respondents showed that they do not use translation strategies. See Graph 32.

Graph 32: *Translation strategies II.*

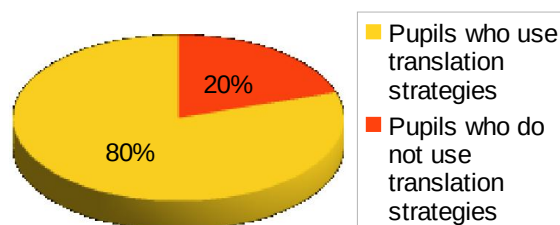


Results in grade eight. The total number of respondents in grade eight was 19. In my research, 92% of the respondents showed that they use translation strategies for their vocabulary language learning. Only 8% of the respondents showed that they do not use translation strategies. See Graph 33.

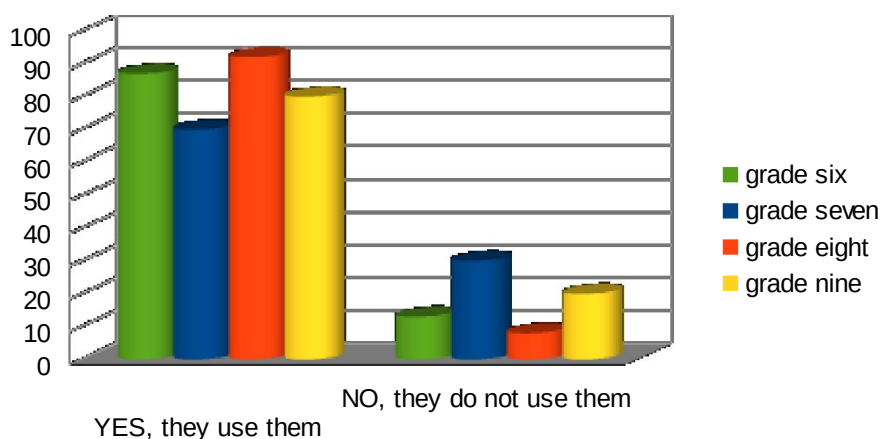
Graph 33: *Translation strategies III.*



Results in grade nine. The total number of respondents in grade nine was 15. In my research, only 80% of the respondents showed that they use translation strategies for their vocabulary language learning. Only 20% of the respondents showed that they do not use translation strategies. See Graph 34.

Graph 34: *Translation strategies IV.*

Results in grade six to nine. For clarity, I have compared all four grades from six to nine to clearly see how they use translation strategies in their vocabulary learning. The total number of respondents was 71. In overall, 82% of the pupils of an upper primary school use translation strategies effectively. Less than half, specifically 18 % of the pupils of an upper primary school don't use translation strategies while their second language learning effectively. My research shows that all pupils use translation strategies very often. See Graph 35.

Graph 35: *Translation strategies V.*

Complete Overview of the Use of Learning Strategies by Pupils of an Upper Primary School

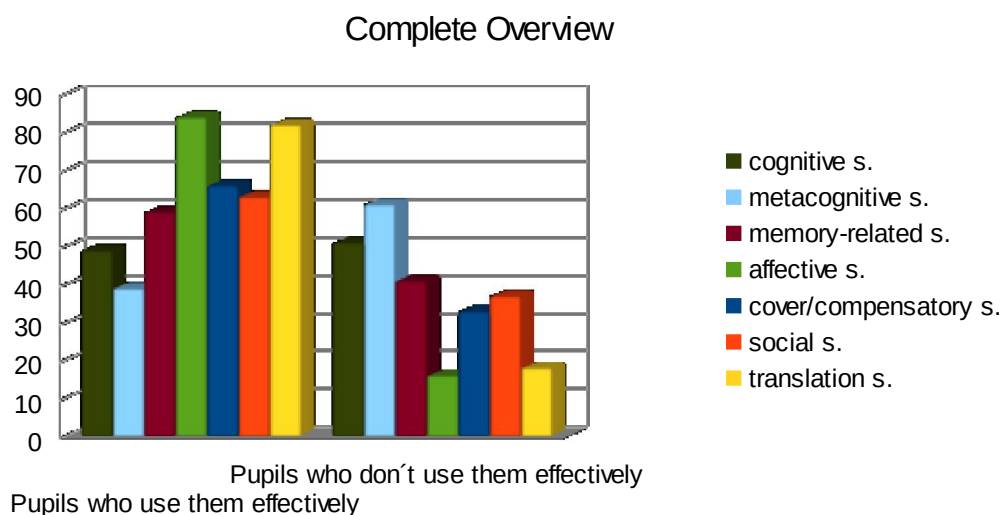
At the end, I compared all four grades from six to nine and their use of every strategy. My research shows that affective strategies are the most commonly used strategies by students of an upper primary school. Translation strategies are the second most commonly used strategies

as well as cover/compensatory strategies follows. Social strategies are the fourth common used strategies and memory-related strategies are the fifth common used strategies while second language learning. It is important to say that all these strategies are used by more than half of pupils from grade six to nine of an upper primary school. Less than half of these pupils use cognitive strategies; and metacognitive strategies are the least used strategies by pupils from grades six to nine.

Table 1: *Complete Overview of the Use of Learning Strategies by Pupils of an Upper Primary School*

		Number of students who use the strategy effectively	Number of students who don't use the strategy effectively
1.	Cognitive strategies	49%	51%
2.	Metacognitive strategies	39%	61%
3.	Memory related strategies	59%	41%
4.	Affective strategies	84%	16%
5.	Cover/Compensatory strategies	66%	33%
6.	Social strategies	63%	37%
7.	Translation strategies	82%	18%

Graph 36: *Complete Overview of the Use of Learning Strategies by Pupils of an Upper Primary School*



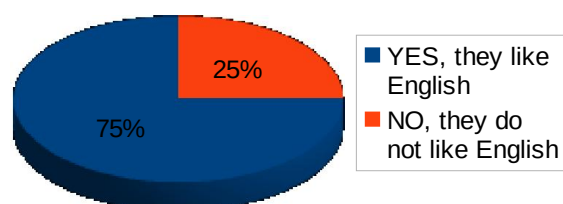
Personal Data of Participants

As mentioned before, the first part was focused on the personal data of participants. I decided to explore two aspects of participants personal data: their personal attitudes to the English language as well as their personal attitude to learning English. I decided to comment on the results of these attitudes in connection with effective use of language learning strategies. The results could be found below; commentaries could be found in the subchapter called Final Commentary.

Positive and negative attitudes to the English. Two questions in the first part of the questionnaire were dedicated to the positive and negative attitudes to the English language. The first question investigated how many pupils have positive attitude to the English language and how many students do not like English as their second language (L2). The respondents could choose between yes/no answers. The second question investigated how many pupils like learning English as their second language (L2) and how many pupils do not like learning English. The respondents could choose to what extent they agree or disagree with this statement by selecting between Yes/Sometimes/No.

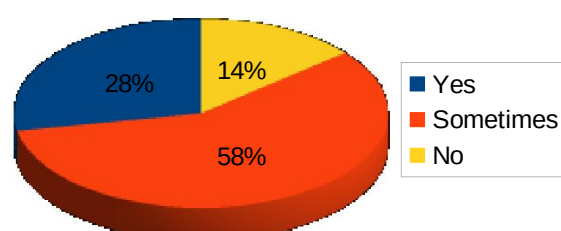
Positive and negative attitudes to the English as the second language (L2). There were pupils from all grades from six to nine; the total number of respondents was 71. In my research, 75 % of the respondents showed that they like the English language as their second language (L2). Only 25% of the respondents answered that they do not like English. See Graph 37.

Graph 37: *Positive and Negative Attitudes to the English*



Positive and negative attitudes to the learning English language as the second language (L2). There were pupils from all grades from six to nine; the total number of respondents was 71. In my research, 28 % of the respondents answered that they like learning the English language; 58 % of the respondents answered that they like learning English only sometimes and 14 % of the respondents answered that they do not like learning English at all. Additionally, 100% of the respondents who answered that they like the English language also answered that they like or sometimes like learning English. As the results show that a large number of pupils like learning English, teachers should advise them how to learn it better to gain more positive study results in their vocabulary learning. See Graph 38.

Graph 38: *Positive and Negative Attitudes to the learning English*



Commentary and Summary of the Results

The purpose of my research was to measure the effectiveness of the vocabulary learning strategies used by pupils of an upper primary school as well as find out how these strategies are used in order of frequency. I examined the use of cognitive, metacognitive, memory-related, affective, cover/compensatory, social and translation strategies which were described in the theoretical part of my thesis. All the results were explained in individual paragraphs as well as portrayed in graphs for better understanding.

The research shows that 63% of the vocabulary learning strategies are used effectively. Nevertheless, there are differences in the use of individual strategies. Cognitive strategies are very important for second language learning. Graphs number 1-5 shows the results of using cognitive strategies in individual grades from six to nine as well as the comparison between all grades. My research shows that less than half of pupils from all grades of an upper primary school use cognitive strategies, while more than half of them do not use them in language learning. However the difference in the use was almost unnoticeable, specifically 49% to 51%. This result is not very satisfactory as the cognitive strategies are very important strategies which make the learning process more effective; and pupils should try to use the cognitive strategies more often.

The use of metacognitive strategies is depicted in Graphs 6-10. The results show that less than half of the pupils use metacognitive strategies while their vocabulary language learning, while more than half of the pupils do not use them. The ratio of its use was there quite distinct, specifically 39% to 61%. This strategy requires the active attitude of the learner as, for example, organize own vocabulary notebook or use positive transfer for future learning. My research proves that this strategy is the worst used strategy by pupils from an upper primary school. Learners should work on a more frequent use of this strategy.

Although the results were up to now quite unsatisfactory, the use of memory-related strategies is regarded as gratifying. More than half of pupils of an upper primary school use memory-related strategies, while less than half do not use them effectively while their vocabulary language learning. The ratio between users and non-users was there 59% to 41%. Using

mnemonics and imagination could be good examples of memory-related strategies and it is very positive that pupils from an upper primary school use them.

Affective strategies are methods used for relaxing and making breaks while learning. It is very important to relax during learning as the brain could calm down and continue working after some break; and the storage of the new information will be more permanent then. The pupils from the upper primary school proved that they are users of the affective strategies. Eighty-four percent of the respondents showed the effective use of this strategy and only 16% showed that they do not use this strategy while their second language learning (L2). My research proves that this strategy is the most used strategy by pupils from the selected upper primary school. The results suggest that pupils might be able to cope with stress.

Also cover/compensatory strategies were showed as effective tools for second language learning used by pupils from an upper primary school. More than half, specifically 66% of the pupils use these strategies; and less than half, specifically 34% of the pupils do not use them during vocabulary learning. I did not expect that pupils from grades six to nine are able to improvise during communication. This result was for me surprising, but it pleased me.

On the other hand, I expected that students will commonly use social strategies. My prediction was confirmed as 63% of the respondents proved that they use them and 37% of the respondents proved that they do not use them too much. I was really surprised that pupils from grade six use social strategies the most and the pupils from grade nine use them the least (77% of pupils from grade six to only 47% of pupils from grade nine). This fact could be explained quite logically, as the youngest students are more sociable than the older one and do not have lots of barriers to communicate. This fact was also described in the theoretical part of my thesis, in the chapter dedicated to the adolescent learners.

Last but not least, the use of the translation strategy was absolutely significant. My research shows that all pupils use translation strategies very often in ratio 82% to 18 %. It means that their mother tongue still plays a big role in vocabulary language learning. On the other hand, new methods recommend to exclude mother tongue from language learning for better results.

From this point of view, the result could be seen as unsatisfactory as learners should exclude their mother tongue from vocabulary language learning as much as possible.

Final Commentary

To conclude, only two types of strategies are used by pupils of an upper primary school very little, specifically cognitive and metacognitive strategies. The remaining five strategies are used. My expectations were quite similar to the results as I have expected that especially metacognitive strategies are not commonly used in vocabulary learning. This fact was confirmed by my results as the metacognitive strategies were showed as the least used strategy. I consider this result the least gratifying and therefore I would like to advise learners to improve this strategy.

Finally, the personal data of participants showed that pupils from an upper primary school have very positive attitude to the English language in ration 75% to 25%. All of the respondents who answered that they like English also answered that they like or sometimes like learning the English language; only 14% of respondents answered that they do not like learning English. The overall ratio of positive and negative attitude to learning English is 86% to 14%. This result is very cheerful to see. Learners like English and a large number of them like learning the English language and teachers should help them find the right way how to use the learning strategies effectively for their better study results. More concrete recommendations and suggestions for teachers are provided in the following chapter called Implications.

V. IMPLICATIONS

As it was explained in the theoretical part of the thesis, the importance of vocabulary learning is an inseparable part of second language learning (L2). Learning new vocabulary could be seen as a very demanding task if there exist so many things which we should learn about a new vocabulary item (all the meanings, pronunciation, collocations, connotations, grammatical forms etc.). Knowing a large number of words in foreign language is a good base for future progress in second language learning. Based on the results of the research, this chapter is dedicated to the recommendations and advice for learners as well as teachers for future vocabulary language learning. There are also included limitations of the research and suggestions for future research as the thesis was limited to recommended length.

Implications for Teaching

Recommendations for Second Language (L2) Learners and Teachers

The research shows that 63% of vocabulary learning strategies is used by learners. However, the difference between the use of individual strategies was huge. Although I found few vocabulary notebooks which were well organized (see Appendix C), metacognitive strategies proved to be the least used strategies by pupils of the upper primary school. My research shows that pupils do not plan their vocabulary learning process, do not organize it and also they are not able to make summaries and connections between individual pieces of knowledge. Also observing one's own progress and self evaluation are very important parts of this strategy. In my opinion, learners of that age do not know how they could improve their learning process; therefore, teachers are there to help learners to work on this strategy. They could help them plan ahead their work, regularly consult and evaluate it, for example, by self assessment which helps learners to see their own progress.

Similarly to metacognitive strategies, cognitive strategies also proved to be inefficiently used in second language learning. The research suggests that students do not learn all aspects of new lexical items as their correct pronunciation, spelling, all their forms as well as they are not able to use appropriate techniques for effective learning and memorizing new lexical items. To learn something new only partially could not be regarded as effective learning. Teachers

should encourage students to learn all aspects of new lexical items by practicing all these aspects during lessons. Teachers should be also more rigorous in examining the knowledge of all these parts.

The research shows that the rest of the strategies is used by more than half of the learners. This finding is very pleasant, even though it is recommended to constantly work on and improve the learning process. For greater efficiency of the use of memory-related strategies, teachers should use various techniques for practicing and storing new lexical items. The teacher's role is to bring new, interesting, unusual methods into the class to make the learning process entertaining and an in compliance with it more effective.

The pupils from grade six proved to be very good users of social strategies. On the other hand, pupils from grade nine proved to be the worst users of social strategies in their vocabulary acquisition. My recommendation is that teachers should try to make the atmosphere in the class as much friendly as it could be, remove barriers such as shame and distrust among classmates. Pleasant atmosphere in the class encourages cooperation. Teachers could do this by using project learning and cooperative learning as they proved to be the most effective organizational strategies used in the learning process.

Improvisation is a proof of intelligence and ability to transfer previous knowledge. Pupils proved to be quite good users of cover/compensatory strategies which deal with this. Teachers could only support their ability to express facts in different ways by providing activities like brainstorming, practicing synonyms, antonyms and real-task activities which try to imitate real-life situations and require improvisation.

The result of the use of affective strategies was also great. It is very positive that pupils of an upper primary school are able to cope with stress, use relaxing methods and breaks during their learning process. Teachers should give to everyone an opportunity to be successful; and do not intimidate learners with marks, threats and punishments. According to the results of my research, I think, that in their lessons, such an approach without threats is used.

Finally, I would like to evaluate the use of translation strategies. According to the fact, that the respondents of my research have been learning English since their first grade, the use of the mother tongue should be gradually crowded out. The research proves that pupils of every grade from six to nine use their mother tongue in their vocabulary language learning very often. Teachers should encourage students to exclude their mother tongue, for example, by offering them monolingual rather than bilingual dictionaries. They can also use methods like brainstorming or word maps to fix new words connected with one topic, practice synonyms, antonyms etc.

To sum up, there exist a large number of various steps how to learn new vocabulary successfully. Teachers could regularly inspire themselves by new ideas and apply them during their lessons. They should motivate their learners to be successful users of foreign language and teach them to work hard independently on their own progress.

Limitations of the Research

It is important to emphasize that the whole research and its results have their limitations that need to be taken into consideration. First of all, I would like to mention that I was limited in time and the number of the respondents for my research. The research was made only in one upper primary school in the Czech Republic; to be more objective it would be better to observe more schools and students to verify the results.

It would be also useful to verify the validity and reliability of the gained data. I would recommend to visit the same pupils after some time (for example after one year) and give them the same questionnaire to fill it in again. This verification could be done with young pupils, but to reach the pupils from grade nine after one year in one place would not be possible since they will probably study at different secondary schools.

My research was almost without problems, the only trouble which I should mention was the honesty of the respondents. It is obvious that the questions may not always be answered honestly. For questioning, I chose the most time consuming method when I visited individual classes and all students were filling in the questionnaires at the same time, in the same class.

Especially among older students and boys it seemed to me that they were not filling in the questionnaire truthfully because of their classmates sitting next to them and peering into their answers. To look good and cool, they were changing their positive attitudes to the English to negative and chose answers as they do not learn and practice anything at all. Next time, I would ask individuals to come to me separately and fill in the questionnaire sitting alone or I would use a follow up interview to verify and explore some of their answers more.

Suggestions for Further Research

Since I was limited in time and recommended length of my thesis, I collected only limited amount of the data. In this part, I would like to suggest some possible ways to expand my research.

One of the ideas for further research could be the comparison of the use of individual strategies within boys and girls. But as mentioned before, I have some expectations of what the result could be like. Another example how to expand my research would be the comparison based on the learning experience. It would be interesting to compare the effectiveness of individual learning strategies compared to how long the learner has studied a certain foreign language. Another possible way could be the comparison based on the positive and negative attitudes to the English as well as to learning English. As I provided the results of these attitudes at the selected upper primary school, there was no place for further exploration in my thesis. I would recommend to compare the use of individual learning strategies compared to the negative and positive attitudes to the English as well as to the learning English. I would verify whether those students who like English also use appropriate learning strategies and vice versa.

VI. CONCLUSION

The aim of my thesis was to emphasize the importance of vocabulary learning and explain why vocabulary learning is so important in second language learning (L2). It is an inseparable part of language acquisition.

As learning depends on many factors, I tried to briefly summarize factors which could influence the learning process. It is very important to take into consideration that learning also depends on an individual, his/her learning preferences, learning styles and the use of chosen learning strategies; therefore the classification of learning styles and strategies was provided for better understanding of my thesis.

As mentioned before, the main part of my thesis was dedicated to the tips and advice for vocabulary language learning. I provided tips and advice for learning new vocabulary items, selecting them, organizing them, rehearsing them, practicing them and revising them. Tips and advice provided in my thesis could be used as an inspiration for learners as well as teachers when they could find interesting ideas and methods for improvement of their learning or teaching process.

The theory is naturally blended with the practice. For that reason, my thesis includes research exploring the use of vocabulary learning strategies by pupils of an upper primary school in the Czech Republic. The results proved that there are differences in the use of individual learning strategies; some strategies are used while some not. This results were commented on and recommendations for improvement were proposed. My research shows that it is important that teachers introduce various types of strategies to their learners so they can learn vocabulary more effectively as well as they can choose the strategy which fit to their needs.

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APPENDIX A

Dotazník: Jak se učím slovní zásobu?

Cílem tohoto dotazníku je zjistit, jak se učíte slovní zásobu cizího jazyka. Odpovězte, prosím, pravdivě na níže uvedené otázky jak se opravdu učíte slovní zásobu, nikoliv jak byste se jí učit měli. Žádná z uvedených odpovědí není špatná. Za vyplnění dotazníku nebudete známkováni ani jinak hodnoceni.

Vyplňte část 1 (zakroužkuj nebo doplň):

Jsem	Chlapec Dívka
Třída, kterou navštěvuji
Jak dlouho se učím AJ?	1rok 2roky 3roky 4roky 5let 6let 7let 8let 9let
Kolik hodin týdně mám AJ ve škole?	1hod 2hod 3hod 4hod 5hod 6hod 7hod 8hod 9hod
Chodím ještě na doučování/kroužek angličtiny po škole	Ano/Ne
Angličtinu se učím rád	Ano/Ne/Někdy
Angličtinu mám rád	Ano/Ne
Učím se ještě nějaký jiný cizí jazyk	Ano/Ne
Rád(a) se doma učím nová slovíčka.	Ano/Ne
Rád(a) se ve škole učím nová slovíčka	Ano/Ne
Nerad(a) se učím nová slovíčka v cizím jazyce	Ano/Ne

Vyplňte část 2 (do kolonky, kde souhlasíš napiš KŘÍŽEK):

	Vždy	Často	Někdy	Nikdy
TOTO JE PŘÍKLAD: Angličtinu se učím pomocí učebnice.		X		
1. Nové slovíčko se učím tím, že si ho nahlas opakuji.				
2. Nové slovíčko se učím tím, že si ho zkusím několikrát psát na papír.				
3. Když se učím nové slovíčko, nějak si ho ve slovníčku zvýrazňuji, vybarvuji nebo podtrhávám.				
4. Nové slovíčko se učím říci ve větě nebo slovním spojení, abych si ho lépe zapamatoval.				
5. Když se učím nové slovíčko, učím se všechny jeho tvary (jednotné číslo/množné číslo, přítomný/minulý čas).				
6. Když se učím nové slovíčko, učím se ho i správně psát (hláskovat/spellovat).				
7. Když se učím nové slovíčko, učím se ho i nahlas správně vyslovovat.				
8. Když se učím nové slovíčko, překládám si ho do mého mateřského jazyka.				
9. Nejlépe se mi učí skupiny slovíček, které spolu tématicky souvisí (mum, sister)				

Vyplňte část 3 (do kolonky, kde souhlasíš napiš KŘÍŽEK):

		Ano	Ne
TOTO JE PŘÍKLAD: Baví mě se učit angličtinu.		X	
1.	Mám svůj vlastní slovníček, kam si zapisuji nová slovíčka.		
2.	Ve slovníčku si zapisuji cizí slovo a jeho překlad v mé mateřštině.		
3.	K novým slovíčkům si do slovníčku někdy píšu vlastní poznámky.		
4.	Slovíčka ve slovníčku si řadím podle abecedy.		
5.	Slovíčka ve slovníčku si třídím podle různých témat.		
6.	Slovíčka ve slovníčku si třídím podle lekcí v učebnici.		
7.	Slovíčka ve slovníčku si třídím podle slovních druhů.		
8.	Když si zapisuji do slovníčku nové slovíčko, píšu si vedle něj v cizím jazyce slova podobného významu – synonyma (například: beautiful, pretty, attractive)		
9.	Když si zapisuji do slovníčku nové slovíčko, píšu si vedle něj v cizím jazyce slova opačného významu – antonyma (například: happy and sad)		

Vyplňte část 4 (do kolonky, kde souhlasíš napiš KŘÍŽEK):

		Ano	Ne
TOTO JE PŘÍKLAD: Angličtinu se učím každý den.			X
1.	Když chci říci nějaké slovíčko a nemohu si na něj zrovna vzpomenout, snažím se si vzpomenout na nějaké podobné slovíčko nebo ho nějak jinak opsat.		
2.	Když chci říci nějaké slovíčko a nemohu si na něj zrovna vzpomenout, používám výrazy v obličeji a posunky rukou, aby bylo jasnější, co chci říci.		
3.	Když chci říci nějaké slovíčko a nemohu si na něj zrovna vzpomenout, řeknu, že ho prostě nevím.		
4.	Když si slovíčka pravidelně opakuji, pamatuji si je lépe.		
5.	Nejlépe si pamatuji ty slovíčka, která pravidelně používám.		
6.	Když nám paní učitelka pod sebe napíše třeba deset slovíček, abychom se je naučili, nejlépe si pamatuji ty slovíčka, co mám ve seznamu těchto slovíček na začátku.		
7.	Dokážu se naučit jen třeba 10 slovíček najednou.		
8.	Nedělá mi problém naučit se najednou 30 nových slovíček.		
9.	Nová slovíčka si lépe pamatuji jak jdou abecedně po sobě než když je mám napsané napřeskáčku.		
10.	Když se učím nová slovíčka, dělám si mezi učením přestávky, kdy na chvíli odpočívám.		
11.	Učení střídám s aktivitami, které mi pomáhají se odreagovat (jdu na cvičení, poslouchám hudbu).		
12.	Když nějaké slovíčko neznám, zeptám se pana učitele/učitelky.		
13.	Slovíčka si raději procvičuji s kamarádem (rodičem) ve dvojici nežli sám.		

Děkuji za vyplnění dotazníku. ☺

APPENDIX B

Questionnaire: How do I learn vocabulary?

The purpose of this questionnaire is to find out how do you learn vocabulary. Answer, please, truly the following questions. How do you really learn vocabulary, not how you should learn it. None of the following answers is wrong. You will not be evaluated or graded for completing the questionnaire.

Complete part 1 (circle or complete):

I am a

boy girl

Class, I attend

.....

How many years do you learn English language?

1year 2 years 3 years 4 years 5 years
6 years 7 years 8 years 9years

How many lessons of English do you have in one week?

1hour 2hours 3hours 4hours 5hours
6hours 7hours 8hours 9hours

I am attending an extra English lessons after school.

Yes/No

I like learning English.

Yes/No/Sometimes

I like English.

Yes/No

I learn another foreign language.

Yes/No

I like learning new vocabulary at home.

Yes/No

I like learning new vocabulary at school.

Yes/No

I do not like learning new vocabulary.

Yes/No

Complete part 2 (write a CROSS to the column where you agree):

		Always	Often	Sometimes	Never
THIS IS AN EXAMPLE: I learn English with the help of textbooks.			X		
1.	I learn a new word by repeating it aloud.				
2.	I learn a new word by writing it down on a paper few times.				
3.	When I learn a new word, I highlight or underline it in my vocabulary notebook.				
4.	I learn new words by using them in a various sentences or phrases.				
5.	When I learn a new word, I learn all its forms (singular/plural form, present/past tense).				
6.	When I learn a new word, I also learn how to write it correctly (correct spelling).				
7.	When I learn a new word, I also learn how to pronounce it correctly.				
8.	When I learn a new word, I translate it into my mother tongue.				
9.	I prefer learning vocabulary which is related to some topic (dad, sister..)				

Complete part 3 (write a CROSS to the column where you agree):

	Yes	No
THIS IS AN EXAMPLE: I like learning English.	X	
1. I own a vocabulary notebook where I write down new vocabulary.		
2. I write down new word in my vocabulary notebook with its translation into my mother tongue.		
3. I use my own notes for better understanding of the new vocabulary.		
4. I sort a new vocabulary in my vocabulary notebook alphabetically.		
5. I sort a new vocabulary in my vocabulary notebook according to the different topics.		
6. I sort new vocabulary in my vocabulary notebook according to the lessons in a textbook.		
7. I sort new vocabulary in my vocabulary notebook according to the parts of speech.		
8. Next to the new vocabulary, I write its synonyms (beautiful, pretty, attractive etc.)		
9. Next to the new vocabulary, I write its antonyms (happy and sad etc.)		

Complete part 4 (write a CROSS to the column where you agree):

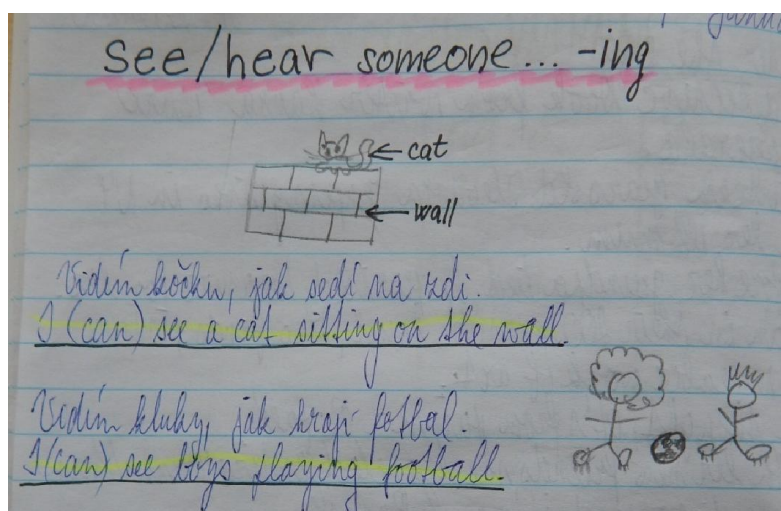
	Yes	No
THIS IS AN EXAMPLE: I learn English every day.		X
1. When I cannot remember some vocabulary, I try to remember some similar one.		
2. When I cannot remember some vocabulary, I use gestures and miming to express it.		
3. When I cannot remember some vocabulary, I tell that I do not know it.		
4. When I repeat new vocabulary regularly, I remember it better.		
5. Words, which I use regularly, I remember best.		
6. I remember best the words, which are at the top position in the vocabulary list.		
7. I am able to learn only 10 new vocabulary items in one go.		
8. I am able to learn 30 new vocabulary items in one go.		
9. I remember new words better as they alphabetically follow than randomly.		
10. During learning vocabulary I make breaks and relax.		
11. I alternate learning process with relaxing activities (like go to the workout, listen to the music etc.		
12. I ask a teacher for a help when I do not know some word.		
13. I prefer practicing new vocabulary with my friend (parent) to practicing it on my own.		

Thank you for completing the questionnaire.

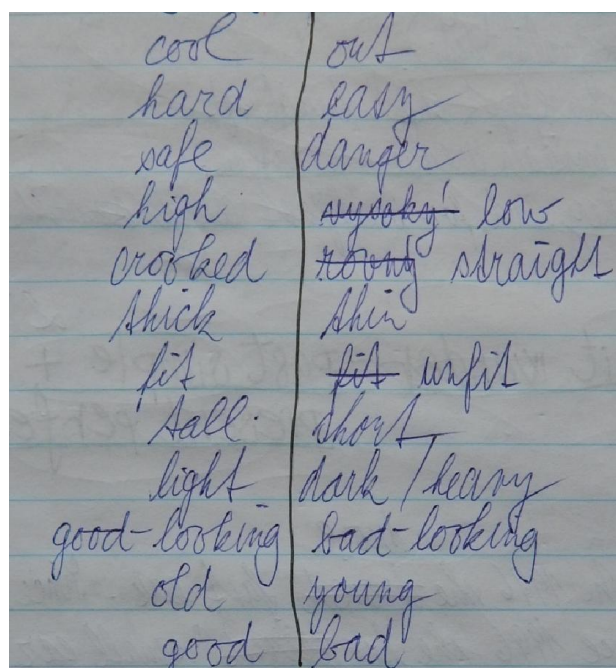
APPENDIX C

Samples of How the Pupils Effectively Use Their Vocabulary Notebooks

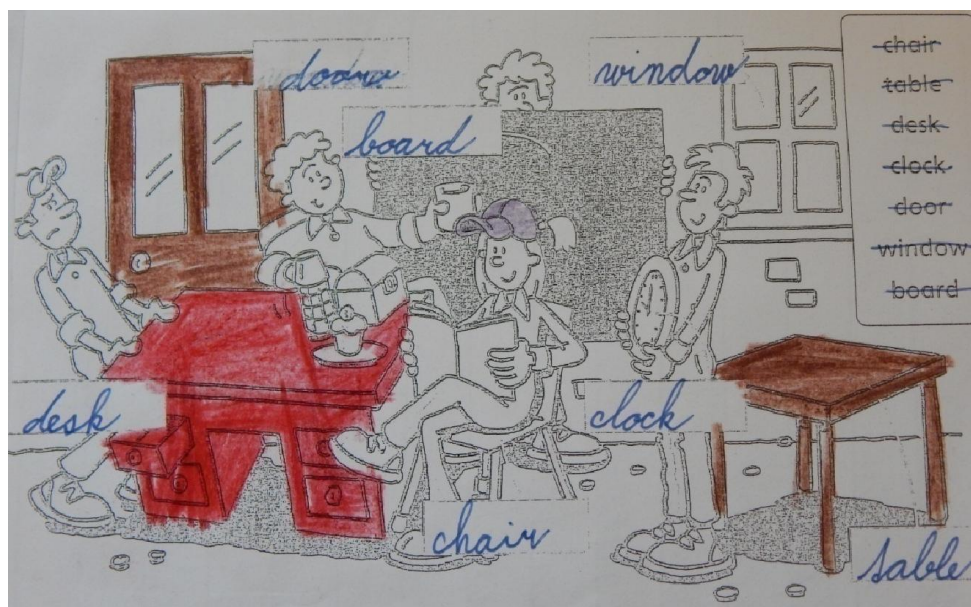
Using Pictures in Vocabulary Notebooks



Using Opposites in Vocabulary Notebooks



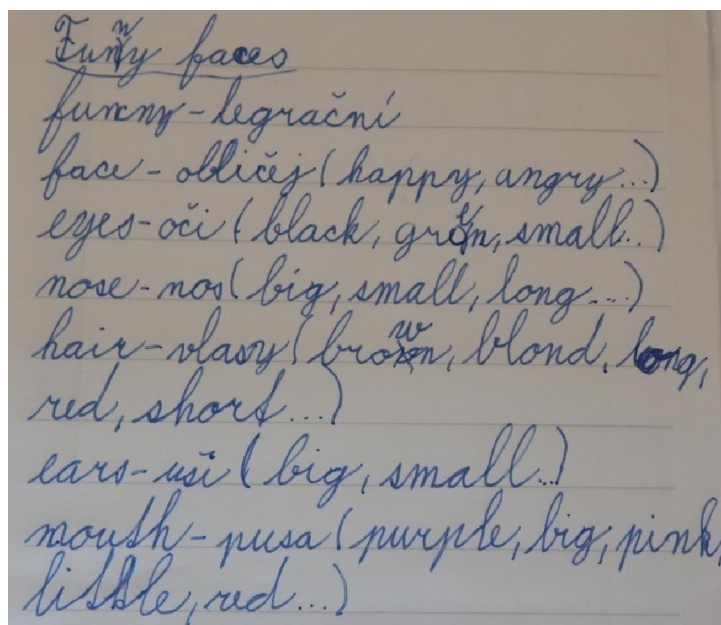
Using Picture Organizers and Words Connected with One Topic



Effective Learning New Lexical Items in a Sentence or a Phrase

I'm happy - já jsem šťastný
 I'm scared - bojím se
 I'm sad - jsem smutný
 I'm thirsty - mám žízeň
 I'm hungry - jsem hladový
 I'm angry - jsem naštvaný
 I'm tired - jsem unavený

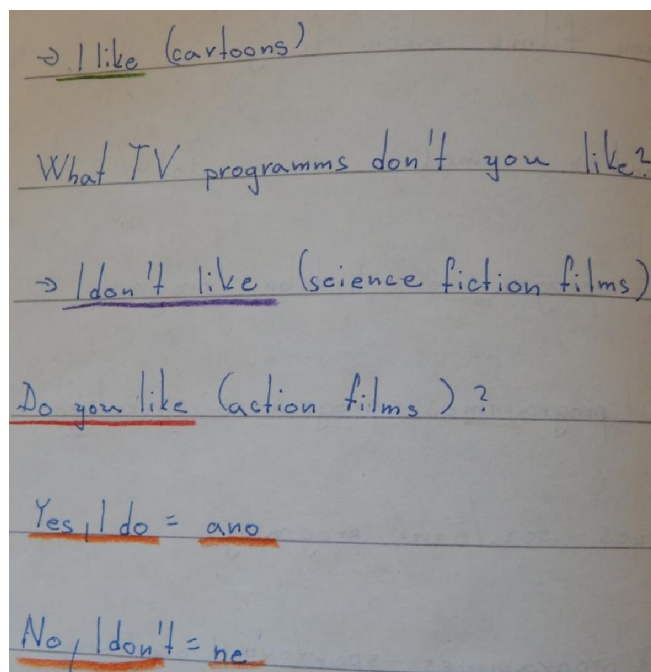
Using Collocations while Vocabulary Language Learning



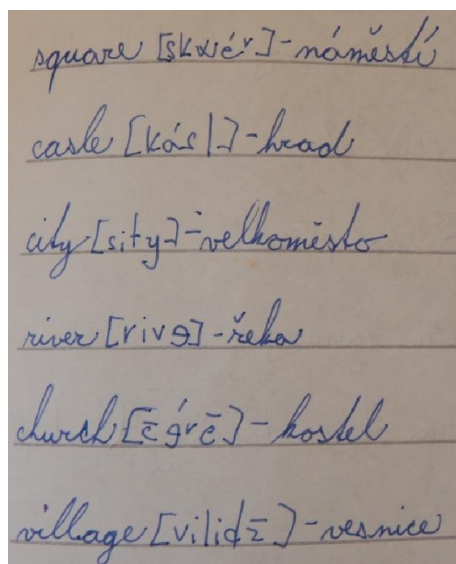
Organizing Vocabulary Notebooks According to the Topics

Clothes	oblečení
T-shirt	trýčko
shirt	košile (pánsko)
sweatshirt	mikina
jacket	bunda, sako
coat	kabát
skirt	sukně
jeans	džíny
trousers	kalhoty

Using Highlighters while Vocabulary Language Learning; Learning Typical Phrases as a Whole



Learning new Lexical Items with its Correct Pronunciation



SHRNUTÍ

Tato diplomová práce se zabývá tématem zaměřeným na jazykové poradenství. Předmětem zkoumání jsou učební strategie s konkrétním zaměřením na strategie používané při osvojování slovní zásoby cizího jazyka. V úvodu teoretické části jsou podrobněji popsány druhy učebních stylů a učebních strategií. Následně je hlavní část věnována jazykovému poradenství, kde jsou uvedeny rady a tipy, jak se efektivně učit cizí jazyk, konkrétně slovní zásobu cizího jazyka. V této části jsou poskytnuty praktické rady a tipy, jak se učit novou slovní zásobu cizího jazyka, podle čeho nová slovíčka vybírat, jak je organizovat, procvičovat nebo jak si je zapamatovat. V závěru teoretické části práce se nachází kapitola věnovaná charakteristice dospívajících žáků, jelikož tato věková kategorie žáků byla vybrána pro výzkum, který je zpracován v praktické části této diplomové práce. Praktická část navazuje na teoretickou část a zkoumá, jaké učební strategie používají žáci druhého stupně základní školy v České Republice při osvojování si slovní zásoby cizího jazyka. Výsledky tohoto průzkumu prokázaly, že žáci základní školy některé učební strategie nevyužívají efektivně, a proto je v závěru mé práce kapitola věnovaná diskuzi a návrhům pro pedagogickou praxi, jak tento problém odstranit a pomoci žákům se slovní zásobu cizího jazyka učit efektivněji. Jsou zde rady uvedené jak pro samouky, tak pro jejich učitele.