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Katedra anglického jazyka a literatury

**Autoregulace učení a strategie učení pro oblast slovní zásoby
u žáků ZŠ**
diplomová práce

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Název diplomové práce AJ: Self-guided Learning and Vocabulary Learning Strategies in Lower Secondary School Learners

Cíl, metody, literatura, předpoklady:

Diplomová práce se bude zabývat otázkou autonomního učení žáků 2. stupně ZŠ v kontextu učení se slovní zásobě v angličtině. Postihne různé faktory, které tento proces ovlivňují, především využití vybraných strategií učení souvisejících s tímto tématem, ale také otázku vedení slovníčku/deníčku, metody aktivizace slovní zásoby, apod.

Drobnou výzkumnou část bude např. tvořit dotazníkové šetření realizované v konkrétní škole, rozhovory s učiteli či žáky, apod. Tato část práce by měla ukázat, nakolik jsou učební strategie ve škole přímo či nepřímo vyučovány a zda a jak jsou žáci vedeni k používání vlastních záznamů, apod. Praktická část práce zahrne také evaluaci na základě informací zjištěných z dotazníků a doporučení pro efektivnější vedení žáků v učení se slovní zásobě.

Harmer, J. The Practice of English Language Teaching. Pearson, 2015.

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Oxford, R. L.: Language learning strategies. Heinle & Heinle, 1990.

Oxford, R. L.: Teaching and researching language learning strategies. 2nd ed. Routledge, 2017.

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Prohlášení

Prohlašuji, že jsem diplomovou závěrečnou práci *Autoregulace učení a strategie učení pro oblast slovní zásoby u žáků ZŠ* vypracoval pod vedením vedoucího závěrečné práce samostatně a uvedl jsem všechny použité prameny a literaturu.

V Hradci Králové dne

Poděkování

Rád bych poděkoval Mgr. Davidovi Ryškovi za jeho vstřícný, trpělivý přístup, pečlivou pomoc a cenné rady při vedení této diplomové práce.

Abstract

The diploma thesis focuses on the ability of lower secondary school learners to self-regulate their process of learning vocabulary in another language. The thesis describes the basic factors influencing the learning process – mainly motivation, goals and maintaining habits. It also presents relevant Framework Educational Programme outcomes including those for the key learning competencies. Then it briefly presents language learning strategies as well as certain transferable techniques for learning vocabulary. The theoretical part briefly covers how memory works and discusses the issue of forgetting. The Practical Application part of the paper presents research on the representation of learning strategies in specific classes at the Lower secondary school in Kukleny, Hradec Králové. Data from sixty learners were gathered via a questionnaire with open-ended questions and further analysed using the Grounded Theory approach. The analysis has generated the following hypotheses: 1) some, but definitely not all pupils pass through all the stages of vocabulary learning, despite not always being given adequate support by the teacher; 2) the most commonly used strategies are cognitive strategies, regardless of the context; 3) the choice of respondents' methods and strategies is mostly influenced by the availability of learning materials while this availability is largely dependent on the environment in which pupils learn; 4) teachers do not transfer any agreed uniform methodology on how pupils can learn on their own; and 5) pupils shape their learning habits on their own.

Bibliography

MOUDRÝ, Jan. *Self-Regulated Learning and Vocabulary Learning Strategies in Lower Secondary School Learners*. Hradec Králové: Faculty of Education, University of Hradec Králové, 2022. 78 pp. Diploma Thesis.

The text contains basic information on the content and results of the thesis in Czech.

Keywords

Self-Regulated Learning, Vocabulary, Learning Strategies

Anotace

Diplomová práce se zaměřuje na schopnost autoregulace procesu osvojování slovní zásoby v cizím jazyce u žáků 2. stupně základní školy. Práce popisuje základní faktory ovlivňující proces učení, především motivaci, cíle a význam návyků. Dále představuje relevantní výstupy RVP, včetně výstupů klíčové kompetence k učení. Poté stručně uvádí strategie učení se cizímu jazyku a určité techniky pro osvojování slovní zásoby. Teoretická část se nakonec stručně zabývá tím, jak funguje paměť a pojednává o problematice zapomínání. Praktická část práce představuje výzkum sledující zastoupení učebních strategií v konkrétních třídách 2. stupně ZŠ Kukleny, Hradec Králové. Pomocí dotazníku s otevřenými otázkami byla shromážděna data šedesáti žáků, dále analyzována pomocí zakotvené teorie. Z analýzy vyplynuly následující hypotézy: 1) někteří žáci, ale rozhodně ne všichni, se učí slovní zásobu ve všech fázích, navzdory tomu, že se jim od vyučujícího nedostává k tomu adekvátní podpory; 2) nejčastějšími běžnými strategiemi jsou strategie kognitivní, nehledě na prostředí žáka; 3) výběr metody učení se je nejvíce závislé na tom, jaké učební materiály má žák k dispozici, tato dostupnost je závislá na tom, ve kterém prostředí se žák učí; 4) učitelé nemají ucelený obraz metodiky, jak žáky vést k samostatnému učení se; a 5) žáci si vytváří své učební návyky sami.

Bibliografický záznam

MOUDRÝ, Jan. *Autoregulace učení a strategie učení pro oblast slovní zásoby u žáků ZŠ*. Hradec Králové: Pedagogická fakulta Univerzity Hradec Králové, 2022. 78 s. Diplomová práce.

Text obsahuje základní údaje charakterizující v českém jazyce obsah a výsledky práce.

Klíčová slova: autoregulace učení, slovní zásoba, strategie učení.

Prohlášení

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RESUMÉ IN CZECH

Již dlouho jsem se zajímal o možnosti, jak se učit efektivněji, mít v učení řád a najít cesty vyhýbající se tzv. biflování. V životě mě v systému českého školství nikdo nenaučil, jak se mám učit. Proto jsem v dospělosti začal hledat cestu sám a chci toto ve školství změnit (alespoň ve škole, kde učím, tj. v Kuklenách v Hradci Králové).

V první části této práce uvádím teoretické poznatky z cesty za tímto cílem. Věnuji se rozdílem mezi učebním procesem vedeným někým jiným (učitelem) a poukazuji na to, jaký je smysl sebeučení, tedy potřeba učebního procesu, který si žák vede sám, protože to umí. Dále pak rozebírám nejpodstatnější faktory ovlivňující tento učební proces. Jedná se zejména o motivaci (vnitřní), ale také o schopnost plánování krátkodobých či dlouhodobých cílů, a především pak o potřebu pěstovat si v učení vlastní návyky a tím zautomatizovat své postupy. Samozřejmě je žádoucí pěstovat návyky v rámci těchto procesů a technik, které jsou efektivní, tedy šetří čas a energii a jsou jednoduché.

V druhé kapitole pokračuji představením teorie k slovní zásobě. Klíčovými tématy této kapitoly jsou vedle základních definic slovní zásoby také plánované výstupy dané Rámcovým vzdělávacím programem včetně výstupů klíčových kompetencí (především kompetence k učení), dále pak strategie učení se cizímu jazyku a nakonec fáze učení se slovní zásobě.

Strategie učení cizímu jazyku napomáhají autoregulaci a tvorbě systému vhodných strategií a technik, jež jedinci pomohou lépe si rozšiřovat jeho slovní zásobu. Zde se věnuji faktorům, které ovlivňují volbu strategie, předkládám účel strategií učení se cizímu jazyku a poté klasifikuji strategie do šesti základních tříd dle Oxford (1990): paměťové, kognitivní a kompenzační (strategie přímé) a metakognitivní, afektivní a sociální (strategie nepřímé). Z této klasifikace poté vycházím i ve zbytku práce.

Zásadním tématem této kapitoly jsou fáze učení se slovní zásobě a s tím související techniky či metody, které se při výuce používají nebo mohou použít. Pro každou fázi (seznámení se slovní zásobou, její procvičování i testování) uvádím také techniky, které lze žákům snadno předat a vytvořit jim návyk v jejich používání. To může u žáků zvýšit pravděpodobnost, že budou v dalším vzdělávání i obecně v životě vědět,

jak se slovní zásobu efektivně naučit sami. Mimoto zmiňuji také teorii zapomínání a rozdíl mezi aktivní a pasivní zásobou, tedy na co by měl být dán velký zřetel, když mluvíme s žáky o učení se slovní zásobě.

Středem a podkladem praktické části mé práce je mnou vytvořený dotazník s otevřenými otázkami. Ten byl distribuován skrze učitele na základní škole, kde pracuji, tedy MŠ a ZŠ Kukleny v Hradci Králové. Tím, že učitelé distribuovali dotazník přímo v rámci hodiny, byla návratnost dotazníků stoprocentní. Cílovou skupinou byly ročníky dospívajících žáků, konkrétně sedmé a deváté třídy, a to z toho důvodu, že tito žáci si často uvědomují důležitost učení se a dokážou vydat dobrý výkon ve škole, když je úkol zaujme (Harmer, 2015, s. 84). Druhým důvodem je obecně známá zkušenost, že spolupráce s nimi není vždy snadná, a proto je výuka angličtiny v těchto třídách pro mne větší výzvou.

Zmíněný dotazník se skládal především z otevřených otázek. Abych získal co nejvíce relevantních a upřímných odpovědí, chtěl jsem se vyhnout uzavřeným otázkám typu škála 1–5 nebo výběru ano-ne. Předpokládám, že pokud žák otázku nepochopil nebo neznal odpověď, jednoduše neodpověděl – neudával však nepravdivé informace. Do dotazníku jsem zařadil značně více otázek, než by bylo pro můj výzkum z podstaty věci potřeba, k čemuž jsem měl hlavně osobně-profesní důvody. Především jsem, jako učitel na této škole, chtěl znát situaci výuky anglického jazyka z více úhlů pohledu. Chtěl jsem co nejméně zatěžovat úsilí a čas jak mých kolegů, tak i žáků. Proto jsem neoddělil mé profesně-soukromé otázky od těch, co jsem potřeboval do výzkumu, ale ponechal jsem je v jednom souboru. Vzhledem k určitému logickému navázání jsem výzkumné otázky nezařadil hned za sebe, ale dosadil jsem je do kontextu více otázek. Otázky, které nakonec jsou relevantní pro můj výzkum, jsou následující: otázka A1, která se zabývá tipy či radami, jež učitelé předávají svým žákům, dále otázka C1, kde a jak se žáci učí anglicky (tedy i slovní zásobu) mimo školní prostředí, a nakonec otázka E1, která má z žáků vyzvědět jejich strategie či techniky, které by použili při konkrétní úloze naučit se 15 konkrétních slovíček do příští hodiny. Odpovědi byly rozmanité, někdy však i žádné nebo neurčité, proto jsem vyplněné dotazníky selektoval na nejrelevantnějších 60.

Díky metodě zakotvené teorie jsem došel k zajímavým poznatkům. Ukázalo se, že ne všichni učitelé poskytují rady a tipy žákům, jak se mohou učit, alespoň ne uceleně.

Pokud ano, nijak je s nimi nerozvíjí, nepěstují v žácích návyky, aby si tyto metody nebo strategie nacvičili v rámci školní docházky. Nejčastěji učitelé povzbuzují k tomu, aby žáci sledovali filmy/seriály, četli knihy v anglickém jazyce a poslouchali hudbu s anglickým textem. Aby se naučili slovíčka, mají si je žáci párkrát přečíst nebo napsat. Žáci rozvíjí svou slovní zásobu především mimo školu, a to právě sledováním filmů či seriálů nebo hraním PC her v anglickém prostředí. Když se učí slovíčka pro školu, obvykle si je několikrát po sobě přečtou, dokud si jejich překlad nezapamatují. Někteří žáci si slovíčka napíší na papír. Naneštěstí tyto techniky nezajistí, že si žáci budou ta slovíčka pamatovat dlouhodobě.

Zkoumáním poznatků z dat a výpovědí respondentů jsem dostal několika zajímavých hypotéz: zjistil jsem, že ne všichni žáci mají vytvořené učební návyky pro základní fáze výuky slovíček (seznámení/zapsání si nového slova, procvičování, testování), a že převážná většina žáků používá pouze kognitivní strategie. Při procvičování slovíček pro školu využívají běžně jednu kognitivní strategii – memorování formou neustálé repetice slova (dokud nenabydou subjektivnímu přesvědčení, že jej umí), oproti tomu doma používají celou škálu kognitivních metod. Co se týče nepřímých strategií, docela se ve výpovědích objevovala sociální strategie, resp. požádání někoho o přezkoušení ze slovíček potřebných do školy. Dále jsem zjistil, že přístup žáků k učení se angličtině se vysoce odvíjí od prostředí, ve kterém se učí, a s tím i související dostupností učebních materiálů, resp. pomůcek, které podmiňují nějakou metodu nebo aktivitu. Jak jsem již nastínil dříve, také jsem došel k závěru, že učitelé na druhém stupni ZŠ Kukleny nemají žádný ucelený jednotný obraz metodiky, jak učit děti autonomii v učení, což také vysvětluje poslední zjištěnou hypotézu, že si žáci nakonec vytváří své učební návyky sami – jak pro požadavky školy, tak co se týče učení se angličtině doma.

Je nutné osvětlit, proč jsem ve své praktické práci nereflektoval otázky zabývající se slovníčky (otázka B1) a deníky (B2). Je to z toho důvodu, že jejich relevantnost pro můj výzkum byla velice nízká, neboť dobře reflektuje standartní stav zkoumané školy, který znám z osobního pozorování a z občasných rozhovorů s kolegy i žáky – slovníčky na škole vedeny oficiálně jsou, nicméně je lze jen těžko pokládat za slovníčky v pravém slova smyslu, protože tak nejsou využívány.

Tato práce nemá za cíl prezentovat celou problematiku tohoto tématu, spíše nastínit situaci autoregulace učení žáků na klasické základní škole. Určitě by stálo za to na výzkum navázat nebo jej dále rozšířit, srovnat poznatky s dalšími výzkumy tohoto tématu. Protože se jedná o výzkum na jedné škole, nemusí být informace zjištěné ve výzkumu vždy relevantní také u jiných škol. Práce může být spíše inspirací pedagogům, aby toto téma neopomíjeli. Mohou na své škole distribuovat vlastní dotazník, získat přehled o návycích jejich žáků a na získaná data reagovat.

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INTRODUCTION

In this paper, my focus is on English vocabulary learning – effective ways of learning, learning during English lessons at school and autonomous learning at home. In the Practical Application part, I share the results achieved within a lower secondary school survey targeting the pupils of the school where I work and compare it with known theoretical and research data. The goal is to find out how much and to what depth pupils are taught about learning on their own, what learning strategies they use or are aware of, whether or not they have any learning habits or structured approaches to learning English vocabulary and what particular methods they use for practice.

That is what I decided to find thanks to the answers sourced within my questionnaire. I prepared a set of various questions on the description of learners' learning processes, pieces of advice from their teachers etc. The target group of choice were learners of grades 7 and 9, counting 104 pupils, out of which 60 provided of most relevant questionnaires.

The reason why I have decided to commit to this topic is very personal. It reflects the moment when I realised that I am not good at learning and have no idea how to learn better. Analysing my life retrospectively, I found out that not many teachers of my schooling years gave me tips or tricks that would be helpful, and if they did, they were not able to help me to set up any habits of effective learning. Teachers would just give me a list of vocabulary telling me to write the words down in my vocabulary notebook and learn them for exams. With the next generations of pupils in mind, I was thinking about how effective learning a foreign language is in schools today. Speaking of vocabulary learning, however, I cannot see any perceptible changes at the school where I work. According to the Czech Curriculum framework – Framework Educational Programme for Primary Education (FEP, 2021, p. 26) for lower secondary education, learners are expected to master vocabulary packages of about 18 topics each in speaking, writing, listening, and

reading as well as in phonetics and spelling. The goal of some Czech School Curricula (e.g. School Educational Programme – SEP Kukleny, 2019, pp. 41-44 and 47-48), however, seems to be, as I see it, preparing pupils for a translator career – grammar and skills of grammatically correct writing are considered to be much more important than other skills, including building the learner’s vocabulary. I believe that only a few pupils will need perfect knowledge of grammar when speaking with a foreigner rather than certain knowledge of words and phrases. According to Lewis (1993): “Grammar as structure is subordinate to lexis.” (p. vii) and “Lexis is the core or heart of language” (p. 89). SEP is created and modified by schools; as a result, any changes made to a SEP document are quite accessible/achievable in comparison to FEP, which is an official state document. That is why I often refer to FEP contents and goals in my thesis as if they were stricter requirements. Teachers should, however, be guided by the agreed SEP of their school, too.

I am afraid that there might be a sad situation in many subjects taught in lower secondary schools. While teachers may motivate, inspire and encourage children, attracting them to subjects they teach, not many of them teach their learners how to learn the subject on their own – developing the Learning competencies as one of the Key competencies defined by FEP (2021, p. 10). As I can see at the school where I work, doing homework exercises at home is neither enough nor attractive for children at all.

In my thesis, I focus on motivation, learning strategies and keeping habits as well as on the question of how pupils are guided to a certain stage where they would be able to learn on their own.

As for terminology, *‘teacher’* refers to both genders. The same goes for *‘learner’*.

THEORETICAL PART

This part covers challenges of the learning process in general, differences between teacher-guided and self-regulated learning and key factors that influence the learning process, such as motivation, goals and habits. Besides the learning process issues, I present the language learning strategies which I later study in the Practical Application part. I also classify and explain the characteristics of those strategies to eventually go through the theory of vocabulary – which is the basic means for using language – and detail what knowing the word means and what are the differences between passive and active knowledge of words while looking at the requirements/goals in the Czech curriculum for lower secondary learners when learning English.

1. Learning process and factors influencing learning

In this chapter, I present the basic difference between learning with a teacher's guidance and self-regulated (self-directed) learning as well as factors that influence the learning process – motivation, setting goals and keeping habits.

1.1 Teacher-guided learning vs. self-regulated learning

Learning is described by Lewis (1993) as a non-linear process which is not a series of irreversible steps, is cyclical and based on repeating the cycle of observation, hypothesis and experiment. It is an organic process and always needs to connect new material to previous knowledge (p. 55).

Teacher-guided learning is a term I prefer to use for a process when a teacher leads their learners in all aspects, telling them what to learn, how to learn, how to behave, etc. At the moment when children enter the school and start to learn, it is the teacher's role to pick up the didactics and methodology of the "learning stuff".

Teacher guides their learners because learners do not know what to do. Heidbrink (1997) states – based on Jean Piaget’s children development theory – that at the age of 7, children have the concrete-operational stage of thinking; that is, they are not capable of using abstract thinking (p. 48). Harmer (2015) describes younger learners and their abilities, stating that children at a younger age are not capable of choosing the right method of learning, pointing out, however, that ten-year pupils can already make some decisions about their own learning (pp. 81-82). Accordingly, the teacher’s task is to appropriately transfer some decisions to learners – always following their physical and psychological abilities.

Self-regulated learning brings much more effective opportunities for learners. According to Thornton (2010), autonomous learners willing to be more in control over their learning process are more engaged, which makes their study more focused and effective – in spite of that, in many classroom contexts “the learning content and activities are in the hand of the teacher” (p. 159). Dickinson (1987) defines self-regulated learning as one “when a learner, with others, or alone, is working without the direct control of a teacher” (p. 9). His claim is partially similar to that of Thornton (1992); there is increasing evidence that effective learners can engage actively and independently in the learning process, being able to select and implement appropriate learning strategies, monitor their use, and change them if necessary (pp. 1-13). In Dickinson’s (1987) words, autonomous learning is at the point, when the learner does not need help in any aspect of learning. Up to that stage, the learner is to be encouraged to apply a self-regulated, decision-making process of learning on their own, in which the learner is fully in control of the process and accepts full responsibility for that – while having an option to use expert help and advice any time they need (p. 12). Harmer (2015) states that the whole point of learner autonomy is that pupils can go on learning on their own – even outside the classroom (p. 105). Dickinson (1992) also offers a technique, referred to as “IDEAL”, which may be a good guide for learners to improve their autonomy after they already know any of the strategies (pp. 23-24):

- Identify: What is the topic? What do I know about it?
- Define: What do I have to do? Do I understand the task?
- Explore: How will I tackle the task? How long will it take?
- Act: Is this the best way of doing it?
- Look: Have I answered the question or completed the task?

One of the teachers' goals is to make learners autonomous (Nation, 2013, p. 228). At school, pupils are led by a teacher who gives them directions and instructions from the beginning. Of course, pupils' capability of learning properly and effectively on their own is limited and they need some guidance. However, the older learners are, the more independent they should be in learning and their learning process be self-regulated (teacher may present, hand over and develop new effective habits in learning). Nation (2013) claims learners need to know methods which can improve their learning and the principles of particular techniques (p. 344). This process is even described by Framework Educational Programme for Basic Education (FEP, 2021); children are to be taught step by step to manage parts of the learning process alone (pp. 8-10). The lower secondary school's role then is both teaching the fundamentals of the English language and continue helping pupils to discover relative autonomy in learning. The aims, outcomes and content of the educational process, all are mostly indicated by FEP and School Educational Programme (SEP) and thus the structure of what is meant to be learned is more or less given. The teacher's responsibility is to take into account the requirements of FEP and SEP – the subject matter and the development of the learner's key competencies (see Key competencies in FEP, Chapter 3.2) including the learning competency mentioned above, which is one of the aims of FEP. To sum up, the idea of self-regulated learning is that pupils are capable of learning on their own without anyone helping them, having a certain repertoire of learning strategies kept in mind. They may source from other people's materials and ask for help – but are able to regulate their learning, which means they know (at least simplified) techniques and strategies of how to learn something new, practise it and review it.

1.2 Factors influencing the learning process

Various factors influence the learning process, e. g. personality and knowledge of the teacher, age of learners, environment, or gender, but also motivation, attitude to the subject matter, learning styles, language learning aptitude (see more in Lightbown and Spada, 2013, Chapter 3) and the choice of learning methods and strategies. Out of these, the present thesis particularly focuses on motivation and learning strategies.

Motivation

Dörnyei and Ryan (2015) give motivation great importance for it provides the primary impulse to learning but also a driving force to maintain the long learning process. According to them, motivation presuppose to some extent all the other factors influencing learning and that even capable individuals cannot achieve long-term goals without enough motivation (p. 72).

Two types of motivation come into consideration: extrinsic and intrinsic motivation (Harmer, 2015, p. 90). As far as pupils learn for external reasons (e.g. to pass exams), it is called extrinsic motivation – pupils are not as motivated as if they were driven by so-called intrinsic motivation (e.g. to learn because of a successful conversation with a foreigner). To describe the abstract term of the word “motivation” in more detail, Dörnyei (2001) states that the learner’s enthusiasm, commitment, and persistence are key determinants of success or failure. Learners with sufficient motivation can achieve a working knowledge of a foreign language. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language (p. 5).

Dörnyei is convinced each of us needs to cope with three things to get motivated: the choice of a particular action (why), the effort expended on it (how hard), and the persistence with it (how long). Simply, learners need a goal and have

enough capacity for learning strength and time. These three basic parts of motivation are affected by many other needs (physiological, psychological, etc.), personal beliefs about the values of the action we are to be motivated or even influenced by the support of the environment (p. 7). Dörnyei also presents examples of motivational “whys”. For illustration, some people are motivated if they expect success, if the action’s goal gives them meaning, direction and purpose, if the action puts them in a better light, etc. (p. 12).

Speaking of motivation in the foreign language field, Williams (1994) believes the language itself shall be the target of learners’ motivation, and learning a language is not just grammar rules and vocabulary that can be taught as every other school subject, it is more about developing the identity of the foreign language speaking country. He states that learners need to develop an English identity – to think in English and become a bit English. In other words, to be motivated to learn English culture, too. The assumption of language and culture are bound together. In simple terms, learners who like English culture are more likely to desire to learn its language (p. 77). Dörnyei (2001) describes the motivating process as usually a long-term one – it does not come at once, but typically consists of a series of nuances possibly resulting in a long-lasting effect (p. 25).

Demotivation

Mentioning things that motivate, on one hand, is useful to give some which demotivate on the other hand. De Carli (1995) gives a list of reasons why children do not want to learn: it may be a negative piece of experience with previous school attendance, class issues, and improper teacher. Other pupils may be demotivated for family reasons – cultural, educative, traditional, or financial reasons (pp. 129-136). As De Carli observed, not many parents can recognize the cause of their child’s demotivation and therefore they feel helpless, yet they do not try to contact an expert. Often it is the teacher who can find the causes and may advise the parents on what do to (p. 133).

Taking Dörnyei's theory of motivation into consideration, learners need to cope with questions "why, how hard and how long". No matter how high or low motivation each learner in class has, it is also one of the teacher's responsibilities to increase and direct their learners' motivation – as Harmer (2015) claims, "motivation is not the sole responsibility of the teacher. It couldn't be...but it is something that we can have a profound effect upon" (p. 91).

Goals and setting goals

Goals take a sizable part and are closely related to the subject of motivation. There is the generally held view that if anyone wants to get to a point, they need to know exactly where to go. On that account, goals need to be set. Harmer (2001) states that "motivation is closely bound up with a person's desire to achieve a goal" (p. 53). He then distinguishes and points out short-term and long-term goals. The short-term goals are what teachers and learners should pay attention to in the first place. These goals are set for a short period, often a week, and therefore are close, should be soon achievable, and are not so abstract. A short-term goal is, for instance, succeeding in small staged progress tests or producing a speaking dialogue (2015, p. 222). These short-term goals have a significant effect on a learner's motivation, and "achievement which motivates comes through effort, so our task is to be sure our pupils can achieve...goals" (p. 92). On the other hand, without the achievement of short-term goals, there may be problems with self-confidence in achieving long-term goals. In Harmer's (2001) words, "when English seems to be more difficult than the student had anticipated, the long-term goals can begin to behave like mirages in the desert, appearing and disappearing at random" (p. 53). Long-term goals differ for each pupil: it may be a better job in the future, joining an English camp, etc.

Petr Ludwig (2013) offers a very close theory to that of Harmer. In his book, he maintains a personal vision before goals. Ludwig gives reasons why some goals cannot work well. If learners, for instance, have only a short-term goal – being

successful in dialogue, for example –, then their joy, after their success, slowly vanishes and their motivation does as well, because learners get used to their new level/stage very soon. The consequence of it can be a setting of a higher and more difficult goal. That would be inappropriate in common life (keep buying better things etc.), but in the learning process it would be desirable. However, Ludwig states that if people look up to a goal, then they are unsatisfied until they reach it. A goal should be an extensive motivator but if people fail or the goal takes them too long, they can feel frustrated and unsatisfied. Ludwig, therefore, comes with the philosophy of intrinsic motivational way which provides enjoyment on the way to the goal. The personal vision is not pointed to goals – it points to the way and describes activities someone would like to do in their life. This way may have milestones but because of the personal vision, people know they are not at the end yet. So they have joy that continues with every step which Ludwig determines as “the flow” (Chapter 2).

To transform that philosophy into the pedagogical subject matter, I suggest learners keep having their vision of what they would like to do/reach in their life and fulfil little steps actively by the time they are still at school. Knowing they have a long way to go, they do activities that are related to their long-term goal/vision and have fun or satisfactory meaningful stops on their way. These stops or milestones may be little or big: passing a school exam, understanding a book, speaking fluently about their family, writing an essay, going on holiday, going to university – but the personal vision keeps the same – to become e.g. an English teacher. The learner, therefore, may influence all the activities with this vision, e.g. with the topic of pedagogy, all done to remind themselves of the vision and to be satisfied with the way each time they manage a milestone.

Attributes of goals

Best if goals are set in an S. M. A. R. T. way. George Doran, Arthur Miller, and James Cunningham (taken from Yates, 2012) presented basic attributes goals

should have. Specific – targeting a specific area for improvement (What do I want to accomplish? Where? Why? etc.), measurable – quantifying an indicator of progress (How will I know when it is accomplished?), attainable – appropriate to my abilities (Have I basic abilities and resources required for goal attainment?), relevant – stating what results can realistically be achieved (Can I meet the goals set forth?), time-related – specifying the date and time the result can be achieved (What is the timeline to meet the goals? What is the deadline?). Goals need to be in sight every time learners go to learn.

Diary for notes

The purpose of a language learning diary is to write down any notes about our learning process. That is, according to Oxford (1990), how to learn the language, any learning progress, feelings about it, etc. (p. 190). Will Procter (2014) recommends learners track their progress and review the way they practise. That can help, for instance, in time learners have problems while learning, looking for reasons why something undesirable happens. Procter thinks about why people do not record their progress during their learning, because we sometimes get into negative habits which are often hard to detect and break. By reviewing the progress the detection is more probable and we can then look for and form more positive habits. That will eventually save time while having more effective English practice, but more importantly, there is a high motivational experience and encouragement to continue learning and improve oneself, once we see our positive progress and write about reaching our goals.

Considering things practically, I assume learners at lower secondary school commonly have a paper notebook for writing. This might be a suitable tool for writing down learners' motivational ideas and records, SMART goals, progress and experience and many other valuable notes beneficial to the learning process.

Learning habits or routines

“A habit is a behaviour that has been repeated enough times to become automatic” (Clear, 2020, p. 44). Clear is convinced that routines reduce cognitive load and free up mental capacity which can always handle only one thing at a time, so we can allocate our attention to other tasks (p. 45). We can say it is commonly known that habit is something we do regularly, sometimes without knowing that we are doing it. Cultivating learning habits in class might be therefore useful when teaching pupils practising methods. The problem of Czech schools is, however, that teachers do encourage their pupils to learn regularly, yet they do not exactly show them how to learn – as Mareš (1998) states, the pupils are asked to learn, there is schoolwork given to them, yet the learning procedure, techniques and methods are on them to choose, which only leads most likely to the method of trial and error (p. 14). In his book, Mareš, therefore, invites teachers to see learners as individuals with very individual learning styles and strategies. Teachers should teach them how to learn by respecting their habits which they are supposed to develop into efficiency despite that they can find learners’ styles “not appropriate, impossible, or strange” (p. 167). Mareš also mentions obstructions which hinder pupils’ learning at school, e. g. pupils’ distaste for learning for their negative experience, pupils’ disability to learn according to their needs (what style and method suit them, cooperation with classmates), limited view of learning possibilities, tight limitedness of learning at school and for school lessons, and finally for overestimating some learning/teaching method and/or educational technology (p. 17) – these obstructions may be likened or transferred to hindering the establishment of habits as well. The need for routine is supported by Carty (2010) who shares her tips for establishing routines, claiming that routines provide a familiar environment with clear expectations and knowledge of what to do: teachers are recommended to think about routines before the school year begins, starting from the most necessary procedures in the first few weeks; they should model what is expected, while going through the process with learners, with visual supports, offering key words to remind pupils both of the expectations and the steps

of a certain routine; pupils must be given many opportunities to practise it; better than saying what is wrong, in case learners do not live up to all expectations, it is appropriate to point out what are they doing well and how they can improve; last but not least, teachers may remind and evaluate the effectiveness of the routine throughout the year (p. 4).

Reminders for regular learning

As there are a lot of things that grab for learner's attention during the day, a useful tip for keeping the habit is to spend time on reminders. According to Curb (2020), reminders need to be easily accessible and reminded at the right time, one is able to meet their requirement. There are physical reminders and digital reminders; using the latter is much easier, though. There are task reminder applications in Apple Watch that give alerts immediately when one logs in to make exercises. The iOS' Reminders app can even be set up to remind of tasks according to one's location. Widespread apps such as Google Calendar may help as well, though. Physical reminders – e.g. sticky notes – are good for use at places we often visit or where we study, e.g. a desktop, a computer monitor, a fridge, etc.

2. Vocabulary

A vocabulary is a set of words within a language – the total number of words. Wilkins (1972) wrote that “...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). Words are needed for the communication of ideas and the speaker’s meaning; they serve as a fundamental tool for communication. Acquiring an extensive vocabulary is one of the biggest goals or challenges in learning a language and words are elementary parts important for managing a language.

In this chapter, I introduce the basic facts that need to be clarified for a better understanding of what exactly learners are dealing with. First, I present what knowing a word means; second, what the differences between productive (active) and receptive (passive) word stock are, including the goals of the Framework Education Programme (FEP), School Educational Programme of Kukleny (SEP Kukleny), as well as Key competencies, and finally, the stages of learning vocabulary.

2.1 To know a word

What is involved in knowing a word, presents Nation (2013) in a table consisting of word aspects, individual components and knowledge from the point of view of receptive and productive usage (p. 49):

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

Table 1 Adapted from Nation (2013, p. 49)

Together with other experts in applied linguistics (e.g. Penny Ur, 1999, p. 23), Nation (2013) defines knowing a word as a complex of aspects such as its form, meaning and usage. In other words, grammar (e.g. irregular verbs), collocation, denotation, connotation, appropriateness, its word formation. The time needed to teach a word differs according to the amount of effort required to learn it – some learners need more time to learn the aspects, depending on learners’ previous knowledge and also patterns of the new word. Nation also advises to help reduce that time by showing systematic patterns and analogies within the foreign language, and by highlighting connections between the foreign language and the mother tongue (pp. 44-45).

If knowing a word consists of more aspects than just translation, teachers need to consider teaching it in all its aspects, also considering what is worth teaching in the view of available time they and their learners have, and how long it would take learners to remember or use the word either passively or actively.

2.2 What to teach

Considering what to teach, out of the great amount of accessible vocabulary, the division into the two following groups is convenient: receptive and productive word stock. The terms passive and active are sometimes used as synonyms for receptive and productive. An exact description of word stock division is offered by Nation (2013):

Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it. Productive carries the idea that we produce language forms by speaking and writing to convey messages to others. Like most terminology, the terms receptive and productive are not completely suitable because there are productive features in the receptive skills – when listening and reading we produce meaning. (p. 46)

The teacher, therefore, should have a clear conception of what words to teach for passive (receptive) knowledge and what the vocabulary that learners should know well and use actively (productively) is when leaving their lower secondary school. What to teach is well determined by the outcomes and goals of the Czech curriculum (FEP), alternatively the School curriculum (SEP), and Key competencies of both these documents. By studying those documents and comparing the amount of what to teach with the materials a teacher uses in English classes, they should get a very clear idea of what to do and how to lead their pupils in the learning process.

Nation (2013) recommends teaching high-frequency words which are those which occur most commonly in everyday conversation (pp. 93 and 233). He states that to comprehend a movie, it is sufficient to know approximately 3,000 words (p. 162). Though he thinks that learning 1,000 English words is an ambitious goal, he admits that a large number of English words are loanwords in the learner's mother tongue (p. 13). Nation also shares his findings on numbers of vocabulary non-native students should know – about 95% of coverage of novels, films, etc. are provided by 3,000-4,000 words plus proper words. The goal for non-native undergraduate learners could be up to 5,000 high-frequency words (p. 526). I assume that teachers in lower secondary schools may decide on a lower number than 5,000. Much more importantly, in my point of view, is to have e.g. a goal of 2,000 plus proper words but deliberately change the amount considering the differences in each pupil's learning aptitude.

The Czech Curriculum Framework for lower secondary learners

To know the determined goals of lower secondary school learners, the best is to search for information on what vocabulary word stock pupils should know both passively and actively. The following text is translated from Framework Educational Programme for Basic Education (FEP 2021, pp. 27-28; original emphasis):

Expected outcomes

LISTENING COMPREHENSION

pupil

CJ-9-1-01 comprehends the information of simple listening texts if delivered slowly and clearly

CJ-9-1-02 comprehends contents of simply and clearly articulated monologue or dialogue related to the theme areas

Minimum recommended level for adjustments to expected outputs under the terms of special educational needs:

pupil

CJ-9-1-01p understands basic information in short listening texts that relate to acquired theme areas

CJ-9-1-02p understands simple questions that concern his person

SPEAKING

pupil

CJ-9-2-01 asks about basic information and adequately reacts in common formal and informal situations

CJ-9-2-02 speaks of his family, friends, school, spare time and other theme areas

CJ-9-2-03 tells a simple story or event; describes people, places and subjects of his everyday life

Minimum recommended level for adjustments to expected outputs under the terms of special educational needs:

pupil

CJ-9-2-01p answers simple questions that concern his person

READING COMPREHENSION

pupil

CJ-9-3-01 looks up required information from simple authentic everyday materials

CJ-9-3-02 comprehends short and simple texts in which he looks up the required information

Minimum recommended level for adjustments to expected outputs under the terms of special educational needs:

pupil

CJ-9-3-01p understands words and simple sentences that relate to the acquired theme

areas (especially with visual support)

WRITING

pupil

CJ-9-4-01 fills in a form of basic personal data

CJ-9-4-02 writes a simple text related to himself, his family, school, spare time and other theme areas

CJ-9-4-03 reacts to a simple written message

Minimum recommended level for adjustments to expected outputs under the terms of special educational needs:

pupil

CJ-9-4-03p responds to simple written communications that concern his person

Subject matter

- **sound and graphic form of the language** – development of sufficiently intelligible pronunciation and ability to distinguish by hearing elements

of the phonological system of the language, verbal and sentence stress, intonation, the spelling of the acquired vocabulary

- **vocabulary** – developing sufficient vocabulary for oral and written communication related to the theme areas and communication situations discussed; work with a dictionary
- **theme areas** – home, family, housing, school, leisure, culture, sports, health care, feelings and moods, eating habits, weather, nature and the city, shopping and fashion, society and its problems, career choice, modern technologies and media, travel, life in and facts about countries of the relevant language areas
- **grammar** – developing the use of grammatical phenomena to realize the pupil’s communication intention (elementary errors that do not impair the meaning of communication and understanding are tolerated)

To sum up, the teachers’ and learners’ goals are according to the Curriculum not unachievable, when considering vocabulary knowledge. Active vocabulary is needed for the above-mentioned **theme areas** when giving simple oral or written messages, writing short texts, giving summaries and requesting simple information. Simply, learners are to make themselves understood in common everyday situations. As we see there is no definite number of how many words a learner should know and master. All indicates no solid foundation of a large vocabulary – learners are supposed to be able to understand simple texts always supported with visual aids, understand simple and clearly articulated speech and conversations and last but not least, to be skilled in looking them up in dictionaries.

Key competencies in the Czech education system

“Key competencies represent a set of knowledge, skills, abilities, attitudes and values important for the personal development and application of each member of society” (FEP, 2021, p. 10). Key competencies are the goal of basic education and are described in Chapter 3 of FEP: The conception and goals of basic education. In the conception part, FEP states that the lower secondary school helps pupils:

...to acquire knowledge, skills **and habits** that will enable them **to learn independently**... The concept of basic education at the lower secondary school is built on the broad development of pupils’ interests, on **higher**

learning opportunities for pupils and **the connection of education and school life with life outside school**. This allows...**to transfer more responsibility to pupils in education** and the organization of school life. (...)
In basic education, therefore, it strives to meet the following goals: **enable pupils to learn learning strategies** and **motivate** them for **lifelong learning**...
(FEP, 2021, p. 8, emphasis added).

The seven FEP Key competencies (FEP 2021, p. 10) are: Learning competencies; Problem-solving competencies; Communication competencies; Social and personal competencies; Civil competencies; Working competencies; Digital competencies. They are also a part of SEP where they can be detailed into particular activities. I copy details of learning competencies which are most relevant for this thesis:

“At the end of basic education, the student:

- selects and uses appropriate ways, methods and strategies for effective learning, plans, organizes and manages its own learning, shows a willingness to pursue further study and lifelong learning
- searches for and sorts information and, based on their understanding, interconnection and systematization, effectively uses it in the learning process, creative activities and practical life
- operates with commonly used terms, signs and symbols, puts things into context, connects knowledge from various educational areas into broader units and, on that basis, creates a more comprehensive view of mathematical, natural, social and cultural phenomena
- independently observes and experiments, compares the obtained results, critically assesses and draws conclusions from them for future use
- recognizes the meaning and purpose of learning, has a positive attitude towards learning, assesses one’s own progress and identifies obstacles or problems hindering learning, plans how he can improve his learning, critically evaluates the results of his learning and discusses them” (p. 10)

To summarize, the fact that learners are to be led into autonomy in learning is to be found in FEP and SEP (here in detail). Teachers find there what is the minimum to be taught and what learning competencies should they help their learners to develop. If the learner is to be able to select and use appropriate ways, methods and strategies for effective learning, they have to know a larger repertoire of them to choose the appropriate one. Teachers should give pupils many opportunities to plan and organize their learning process, so that pupils can manage their own learning.

The School curriculum of the Kukleny lower secondary school

Each school in the Czech Republic is required to establish their own didactical document in connection to FEP. That Curriculum is the School Educational Programme (SEP) whose aim is to give more detailed teaching plans and aims to teachers. The SEP must come from the FEP but there is certain liberty to adapt the content to individual needs, options and ideas of the school. Therefore, various schools may have very different programmes, although they all should cover at least the FEP requirements and, of course, should afterwards keep the whole programme of SEP, not just FEP.

The teaching contents of SEP of the Kukleny lower secondary school for years 7 and 9 (SEP Kukleny, 2019, pp. 41-44 and 47-49) are prefaced by Educational strategies (the seven competencies) and divided into three columns of information: FEP outcomes, SEP outcomes and Subject matter.

Each subject at school have even more detailed information in subordinate thematic plans which describe the particular plan of teaching for each month in the school year. In this plan, besides grammatical structures there are vocabulary topics: Life stages, Families, Space and places, Houses, Natural disasters (for grade 7) and Body parts, and Environment (for grade 9). There are no instructions for developing the (learning) competencies. Learning competencies are not of discussion among teachers of English, at least not on regular basis.

As we can see, the SEP is widening the FEP into more detailed tasks and focus. Kukleny is a school inclining more to grammar than vocabulary and language skills development. There is no discussion on the topic of learning competencies in general.

2.3 How to teach learning

In this chapter, I present some learning strategies, what influences them, and what is their purpose, according to Lojová a Vlčková. I use the original classification of language learning strategies by Oxford (1990) and present some thoughts of Nation (2013).

Language learning strategies

To reach a goal successfully, learners need a certain plan. That plan is a strategy or a sequence of them. The word “strategy” originated in the Greek word *strategia*, “the art of warfare” (Lojová and Vlčková, 2011, p. 119). There are a variety of different learning strategies; in my thesis, I cover some language learning strategies. A ‘strategy’ here, according to Lojová and Vlčková (p. 108), is an intentional, conscious procedure of the learner. Learning strategies are a fundamental component of strategic competence, and they thus constitute a core part of communicative competence, which is frequently considered the goal of foreign language learning (Canale and Swain, 1980; Lojová & Vlčková, 2011, p. 109).

According to Lojová and Vlčková (2011), the main purposes of learning strategies are that they directly or indirectly support learning. They are equally important and support each other, some are general and cross-cutting, and other are very specific. They make learning more effective (easier, faster, automatic, motivational and more fun). Some strategies are even well suited to learners with specific learning problems. Learning strategies allow to gradually increase the level

of self-regulation, which is needed for lifelong learning. In short, they support effective autonomous learning, the aim of which is that the pupil is self-motivated, has control over their learning, and learn effectively and successfully regardless of their environment or teacher. Among other aims of education is to develop learning competencies and to use appropriate learning strategies for a given situation. Learning strategies are therefore both a goal (learning outcome) and a means to achieve learning goals (pp. 134-136).

The choice of strategies, their use and effectiveness depend on the individual, his age, gender, personal characteristics and preconditions (intelligence, language skills), and also his level of awareness of learning methods, his attitudes, and motivation. The choice is influenced by the learning task and the environment, like teaching methods, curriculum, classroom social climate, teaching and training habits and strategies. Learning strategies concern not only the cognitive side of learning, but also the emotional and interpersonal side. The teacher's role here is to create conditions for the choice of adequate, effective, but also their preferred strategies; they can create functional situations that motivate pupils to practise the necessary strategies (pp. 136-148).

I believe that with the growing amount of knowledge pupils are led to learn, the aim is not to pass on to pupils all the skills and knowledge, but to support them in their lifelong progress in learning foreign languages, i.e. to teach them the know-how of learning strategies that will help them how to learn a foreign language effectively, autonomously, how to develop their self-regulation and how to use learning strategies appropriately. This has to be taught deliberately according to the pupil's age, intelligence, motivation, and other important factors influencing learning. Helping learners develop language learning strategies means implementing one of the FEP's educational aims.

Classification of strategies

In the Czech Republic, Vlčková (2007) emphasised Oxford's 1990's division for sufficient detail and complexity, followed by other authors, such as Hrozková (2012)¹.

Both Oxford and Vlčková classify learning strategies into two classes:

- Direct: Memory strategies, Cognitive strategies, Compensation strategies
- Indirect: Metacognitive strategies, Affective strategies, Social strategies

¹ There have been more attempts to classify language learning strategies. Nevertheless, it is important to mention that Oxford later recognized the need for greater coherence and parsimony (Dörnyei, 2015, p. 150) and labelled a new model of language learning strategies – the Strategic Self-Regulation Model – where she inclines more towards the characteristics of strategies that “are deliberate, goal-directed attempts to manage and control efforts to learn” (Oxford, 2011, p. 12). In her new model, she suggests four core strategy categories: cognitive, affective, sociocultural-interactive, and metastrategies (metaknowledge of the first three categories). Despite the new model, I respect the original model of classification for, first, I find it well arranged, too, and for my purposes it serves appropriately. Second, the classification of Vlčková is most common within the Czech context of research on language learning strategies, as a slight modification of the categorisation of Oxford in 1990.



Table 2 Diagram of the Strategy system showing two classes, six groups, and 19 sets. (Source: Oxford, R. L. Language learning strategies: what every teacher should know. Boston: Heinle. 1990, p. 17.)

Direct strategies

Vlčková (2007) defines direct strategies as strategies that act directly on the information that needs to be acquired and processed, by facilitating the understanding of this information, its transfer, storage, and re-equipment. All direct strategies require the involvement of certain mental processes. Memory strategies help learners memorise and recall vocabulary. Cognitive strategies allow pupils to understand the language and produce it. Compensatory strategies allow pupils to use a foreign language regardless of gaps in their knowledge and skills (p. 46).

On the following pages I describe each class of strategies in detail:

Memory strategies

According to Vlčková (2005), memory strategies play an important role especially in memorising new words. Memorising here is not meant to be the traditionally viewed memorisation for short-term tasks like testing at school; there are ways to memorise information to remember it for long years. It includes practising visualisation techniques and using memory tricks which enable us to remember large chunks of information quickly (see spaced repetition, p. 34). Memory tricks help expand working memory and access long-term memory. Memory strategies use the principle of association by combining different types of information with words or phrases. Vlčková also states that this group of strategies facilitates vocabulary learning and make the storing into long-term memory effective. Despite that, memory strategies are underestimated among Czech teachers (p. 47).

According to Vlčková (2005), Memory strategies are divided into four groups:

1. The creation of mental connections (grouping, clustering; association; placing a new word in context)
2. The use of auditory and visual images (use of visual images; semantic maps; use of placeholder association keywords; phonetic representations in memory)
3. The right repetition through the so-called structured repetition. It is a spiral repetition of the subject matter (a return to what we have learned in the first phase) at intervals that gradually increase (e.g. after 10 minutes, an hour, the next day, in a week...).
4. The use of activity (use of perceptions and physical representation of activity; use of mechanical techniques – memory games, card files, etc.)
(pp. 47-52)

Cognitive strategies

Even more used strategies are Cognitive strategies (Vlčková, 2005), for they enable the processing of information by the learner. These include not only practising, receiving, and sending messages, but also analysing, logical reasoning, and creating a structure for language inputs and outputs. Vlčková further divides Cognitive strategies into:

1. Practice (repetition, imitation; the formal practice of the phonetic and graphic system; recognition and use of phraseological turns and patterns; combining language structures; practice in the natural context)
2. Message reception and production (quick grasp of the main idea – quick and intensive reading; use of external support means to receive/understand and send/produce a foreign language message)
3. Analysis and logical reasoning (deduction; expression analysis; contrasting analysis; translation)
4. Creating a structure for the inputs and outputs of a foreign language message (taking notes; summarising; emphasising) (pp. 52-60)

Compensatory strategies

The last mentioned direct strategies are based on overcoming any limitations of existing knowledge or skills (Vlčková, 2005). It is also about estimating or deriving meaning from a context and one's own experience. They are further divided by Vlčková into two groups:

1. Intelligent estimation (use of linguistic or non-linguistic hints)
2. Overcoming shortcomings and limitations in speaking and writing (transition to the mother tongue; receiving help; using facial expressions or gestures; avoiding communication in whole or in part; choosing a topic; adapting or approaching a foreign language message; creating neologisms; using verbal transcripts or synonym) (pp. 61-65)

Indirect strategies

Vlčková (2005) states that indirect learning strategies are closely linked to direct strategies. They help pupils to regulate their learning process. They indirectly support and manage the process of learning by acting in its context, they do not imply the foreign language itself (p. 66)

Metacognitive strategies

These strategies are the most common indirect strategies (Vlčková, 2005); they allow learners to check their own knowledge and coordinate their learning process. They also help pupils plan their learning much more effectively and can be applied to all four language skills – reading, writing, speaking and listening. There are three groups of them according to Vlčková:

1. Intentional learning (creating an overview or connecting new and old information; postponing spoken production and focusing on listening)
2. Preparation and planning of learning (learning how language learning takes place; preparing and organising learning; setting goals and sub-tasks; identifying the purpose of language tasks; preparing for expected language situations and tasks; looking for opportunities to practise)
3. Evaluation (self-observation; self-evaluation) (pp. 66-70)

Affective strategies

Affective strategies relate to every emotion, attitude, motivation and value and their influence on the pupil, teacher or other people (Vlčková, 2005). Positive emotions, positive attitude, and intrinsic motivation can lead to effective and joyful learning, while negative ones can hinder learning progress. Vlčková presents three groups:

1. Reducing anxiety (using progressive relaxation, deep breathing or meditation; using music; using laughter)

2. Self-encouragement, encouragement (making positive statements; reasonable acceptance of risk; self-rewarding)
3. Working with emotions (listening to our own body; using a checklist; keeping a diary about learning a foreign language; talking about one's feelings with someone else) (pp. 70-74)

Social strategies

These are strategies related to social relations, peer learning, supporting successful communication, and strengthening teamwork (Vlčková, 2005). For social strategies there are three basic groups according to Vlčková:

1. Inquiry (request for explanation or verification; request for correction)
2. Cooperation (cooperation with peers; cooperation with better foreign language speakers)
3. Empathy (developing cultural understanding; awareness of the thoughts and feelings of others) (pp. 74-77)

2.4 Stages of vocabulary learning

Inspired by Thornbury (2002) and Ur (1991), I present the main stages of vocabulary learning in this section: coming across new vocabulary (presentation, noticing), practising, and testing of words. Each stage is described below accompanied by selected techniques or methods that are easily transferrable to learners.

Techniques when coming across new vocabulary

Not only for lists of vocabulary but also for the times when learners come across a new and unknown word, there are various ways of presenting the meaning of new items. These ways are well suited to use when recording them into notebooks and the like. Ur (1996) presents a whole list of these ways, it is e.g. concise definition, detailed description (of appearance, quality...), examples (hyponyms), illustration (picture, object), demonstration (acting, mime), context (story or sentence in which the item occurs), synonyms, opposites (antonyms), translation, and associated ideas, collocations (p. 24).

I believe some techniques can be easily transferred to learners when they come across a new word. As I have already presented in the *What to teach* section (see page 17), the teacher has to distinguish which words should be acknowledged passively and which actively – and so pupils need to practise distinguishing words whether they are to be remembered actively or passively as well. If pupils wanted to record each word they do not know, demotivation could come soon, for they would not be able to practise them all. Of course, some learners manage or would like to manage more words, and it is up to the teacher to show the important border of what is really needed to know and which words can just wait.

Pupils can be further trained in using dictionaries. Using a dictionary is useful and easily accessible today, there may be paper books in the class but as Harmer (2015) assumes, pupils would probably appreciate using an online

dictionary, alternatively some dictionary app. As good dictionaries, he considers primarily those that explain different meanings of a word, how is it used and pronounced, its phonemic transcription or a sound demonstration recorded by native English speakers, adding they may offer much more nowadays, like the distinction between British and American English, or how frequent the word is (e.g. in the top 2,000 words), and other things (p. 271). I think teachers should offer one dictionary to learners that teachers find effective for their class.

Last but not least, pupils need to keep organised vocabulary notebooks. Keeping organised records does not necessarily mean keeping a paper notebook (but most probably it does). It may have various forms. The traditional way of keeping it is writing an item decontextualized, L1 term on one side and L2 on the other side. Lewis (1993) criticizes that approach – he is convinced that language should be recorded in its natural way, in the way it characteristically occurs together (p. 187). The purpose is to take time to explore the word and its collocates so that it could be easily retrieved (p. 124). In literature (Harmer, 2015; Thornbury, 2002; Lewis, 1993) we can find many concrete examples such as diagrams, charts, pictures drawn or stuck, collocation boxes, lists of words sorted out according to their superordinate topic or parts of speech, etc. Thornbury (2002) is convinced that keeping a vocabulary notebook is a skill that usually needs some classroom training, but on the other hand learners should have their own preferred method of recording (which I see that teachers should offer a range of these methods), that is, it should be personal for learners (p. 157). Mofareh Alqahtani (2015) recommends demonstrations to learners on how to set up a vocabulary notebook – organized in a manner that will make retrievals of the words easier. He assumes that “if the notebook is not set up well, then learners are less likely to practise the words in it, which defeats the purpose of keeping the notebook in the first place” (p. 31). Similarly, Nation (2013) claims that the method we use when recording the word has a strong effect on how well it is learned (p. 343). I suppose pupils’ vocabulary notebooks should be their original and distinctive work, made in a way that keeping it matters and makes sense to them. I think learners need to be led to use it actively

and not just from time to time – but do actively come back to its contents and review/reuse the old words that they once wanted to remember actively but forgot them.

A very precise concept of cognitive strategies is presented by Nation (2013), who gives three conditions stepwise in reliance to their effectivity: noticing, retrieval, and creative use. Noticing includes predominantly recording techniques, retrieval and creative use may be considered rather as productive techniques, but for compactness or orderliness, I present them in one place. First, noticing, which means seeing a word that is to be learned; this include strategies like writing the word into a vocabulary notebook or list or on a card, but also oral repetition or just visual repetition of the word. It also can be looking up the word in a dictionary, guessing from context, or deliberate study of the word. Nation points out that these strategies are a useful step toward deeper learning of words. Second, retrieving, is simply the recall of previous met words, where every single retrieval strengthens the connection between the written/spoken form of the word and the retrieved knowledge (word meaning or its usage) – receptively, or vice versa (from the meaning or use to the form) – productively. This retrieval may be realised across all four language skills. It is superior to the strategies of noticing. Last, creative use includes connecting new knowledge to what is known through visualising examples of the word, word analysis, and semantic mapping. But it also includes creating contexts, collocations and sentences containing the word, also mnemonic strategies, and using the word in new contexts across the four skills. These strategies of creative use are most effective for learning (pp. 103, 331-332).

The need to practise

Learners need not only to learn a lot of words but also to remember them. Speaking of remembering and forgetting, Thornbury (2002) presents the meaning of short-term and long-term memory, claiming that vocabulary learning is essentially a question of memory. He distinguishes these systems: the short-term

store, working memory, and long-term memory. The short-term store is the brain's capacity to hold a limited number of items of information in terms of a few seconds, e.g. holding a telephone number in mind for as long as it takes to be used. The function of working memory is to focus on words long enough to work with them. Many cognitive tasks depend on working memory which is simply manipulating data. It is able to upload/download information to/from the long-term memory. Thornbury states that in working memory, the material remains for about twenty seconds. The short-term store may therefore be kept refreshed. For instance, if we hear a new word, we can examine it running it by as many times as we need. Finally, long-term memory is a kind of filing system with a great capacity and permanent content which is durable over time. However, according to Thornbury, it occupies a continuum of "the quickly forgotten" to "the never forgotten", for as we can see, pupils do not always remember the words they learned the lesson before. To avoid quick forgetting there is a great challenge for language learners – to transform the learned material into "the never forgotten", and that would be, according to Thornbury, through e.g. the right repetition, retrieval, use, imaging, mnemonics, and other (pp. 23-25).

Considering that, I assume that every learner should be aware of how not to forget learned vocabulary – especially in case they are expected to learn on their own. Forgetting vocabulary is undesirable. Therefore, one of the important procedures is revising. Learners need to be made aware of what the forgetting curve and the right repetition are (spaced time repetition), and how memory generally works so that they can learn more effectively and forget only unnecessary words.

Several factors that influence the learning process have already been presented here; effective presentation and practice belongs to this category as well. The teacher may do their best to reinforce the training regularly, improve clarity, make learned things more relevant, or make it more interactive (Cloke, 2018). Still, there is a risk of forgetting thanks to the forgetting curve. This curve was identified by a scientist named Hermann Ebbinghaus back in 1885. It shows the rapid drop-

off in retention in time. Cloke (2018) warns that about 90% of learned things we forget within the first month (that is without any retention).

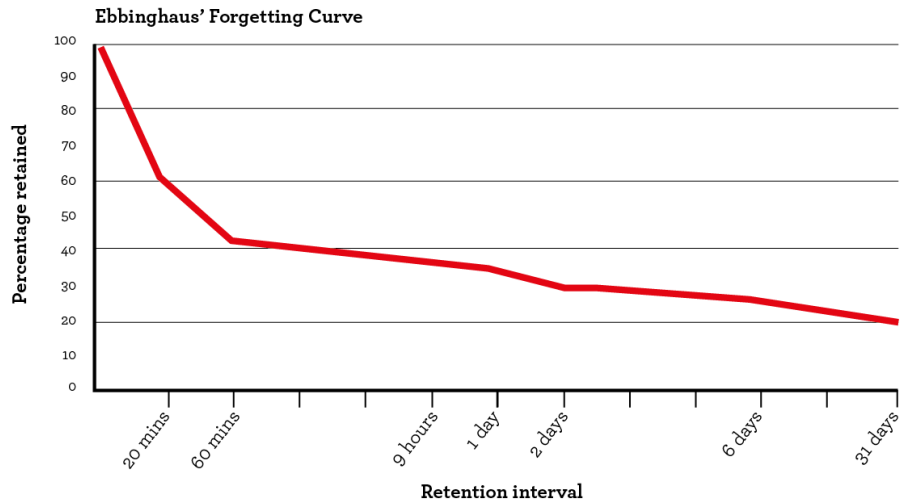


Table 3 Ebbinghaus' Forgetting Curve (taken from Ho, 2019).

“It is better to distribute memory work across a period of time than to mass it together in a single block,” states Thornbury (2002) simply for the purpose of spaced repetition. He suggests that the subject matter at school should be revised in spaces, e.g. at school, the teacher can present three new items, then go back and test them, and then present new three items and test all six items together, and repeat that process etc. (p. 24). This technique is based on how memory works and how we forget. By spacing out, the brain assigns greater importance to the item we learn (Farnam Street, 2018). Pimsleur (1967) presents revising in terms of days (pp. 73-75), readers may, however, come across various kinds of spacing. For example, Ho (2019) recommends revising notes for the first time within 20-24 hours for the first retention. After a day, the information should be recalled again but first without seeing the notes. The next step is to revise notes each 24-36 hours, starting with recalling them first before looking into the notes. After several days, Ho recommends reading through all notes made in the beginning. In his article, he shares the following graph showing what he means.

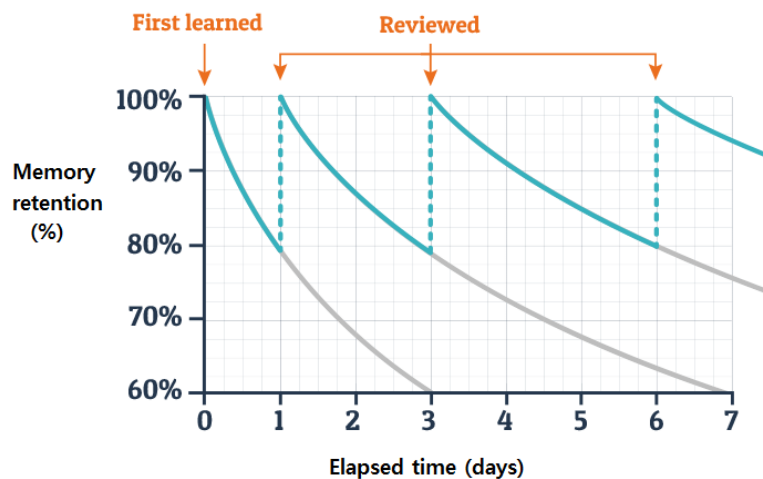


Table 4 Increasing memory retention in days (Farnam Street, 2018).

I think some learners will need to be given extra support and time to understand, and other learners might need extra support and time to improve recalling of the words, according to what we know about influences on learning. If the teacher does not give their pupils that time, then much more of the previous learning time may get lost. The curve demonstrates that people have no other option than to use the spaced revising technique for things they want to learn and stock into their long-term memory firmly.

Techniques for practising

After pupils have seen and heard a new lexical item for the first time, they need to practise recognizing, manipulating and using the word – actively in speaking, writing or reading it aloud. When it comes to the question of what to practise, teachers should most likely prefer words that are to be learnt for FEP outcomes of active usage. Only those items which are relevant for learners’ later usage are given weight. There are some tasks according to Thornbury (2002) which can move new words from the short-term memory into the permanent one:

- Tasks integrating new knowledge into old – new words are integrated into already existing knowledge, thanks to word associations like mind maps, combining, matching, sorting, comparing, etc.
- Decision-making (mainly receptive) tasks, in which learners make decisions about words, like finding words in a text, selecting (odd one out), matching pairs, sorting or grouping words in different categories, and guessing. Pupils can e.g. count the number of times a word occurs in the text.
- Production tasks, when learners incorporate new words into speaking or writing activity – completion (gap-fills) or creation of sentences and texts (e. g. short narratives or dialogues).
- Games which can incorporate words into memory easily and fast. Thornbury mentions some of them, e.g. Pictionary (drawing a picture on the board), Word race (spelling game in teams, each is to write a word said by the teacher, in English), Spelling race (two pupils simultaneously spell a word), or Memory games, etc. (pp. 93-105)

Other exercises activating vocabulary that might be assigned to the above-mentioned tasks are grouping items of vocabulary (by topic, by similarity in meaning, by parts of speech, etc.), brainstorming, labelling, wallcharts, cue cards, diagrams, discussions, all sorts of communicative activities, roleplay, matching, word-building via affixes, filling crosswords, gaps in sentences, etc.

There are some techniques I came across during my teaching and have used that can be easily transferred to learners. I observed that communicative activities are an active and accessible way to practise vocabulary. The learner could be led into talking to themselves, practising with word cards via the Leitner box enabling spaced repetition, and doing pair activities.

Self-speaking

Talking to yourself is a simple technique which everyone does in their language and is also accessible anytime and anywhere, especially when spending

some time on trains and buses (Helgesen, 2010). The advantage of speaking on one's own is that there are many opportunities for the learner to practise. Having words they want to practise, they simply think up several sentences. People may not be used to speaking for themselves aloud, but Helgesen highlights that sentences do not need to be said out loud. Gramelová (2017) admits it is good to practise self-speaking when being alone and relaxed, e.g. while having a shower, recalling texts or favourite sentences we came across earlier (p. 55). I would personally recommend using various well-prepared materials (worksheets, flash cards, pictures, vocabulary notebooks, etc.) which I have good experience with.

Leitner box (simplified version)

The Leitner system (Gromada, 2021) was created by German science journalist Sebastian Leitner. It uses a box to track learners' learning via word cards. The Leitner system employs the concept of the already mentioned spaced repetition, which is an approach to memorization that uses time intervals (see page 34). Learners dedicate different periods to studying certain word cards, based on the learner's own needs or preferences. The learning process in this technique is simple and may have various versions. Unlike Gromada, I would describe an optional version I used in my classes; the box often has about 5 little boxes or stores. Having a pile of cards, the learner puts them into Box 1. Each card has an English term written on one side and a picture, definition or an example sentence on the other side. In case the learner remembers the English term correctly, they give the card into the next box. The next day, in case of remembering, they take the card from Box 2 and put it into Box 3. Otherwise they put it into Box 1 again. The practice technique may vary, too. Some learners may practise Box 3 after two days, not immediately the next day etc.

According to Grenada (2021), the Leitner System provides brain stimulation. By answering questions actively and recalling information studied, the Leitner System helps to access the information stored deep within our memories

over a longer period of time. Learners should use only those cards which are relevant for active usage and are causing problems in remembering.

During my studies and teaching practice, I have found some possible activities with word cards and pair activities that ran smoothly in class and were both effective and motivational to pupils:

- 1) Pick up a card and make up a sentence or three different connections (blue car, big car, comfortable car).
- 2) Pick up 3 cards and make up a sentence with them or write down a short story/text.
- 3) Sort cards into individual topics (more cards needed).
- 4) Pick up a card and make a positive, negative and interrogative sentence.
- 5) Look up some sentences containing the term on the card.

Pair activities:

- 1) Activities with vocabulary cards: examining, making up sentences, phrases, etc.
- 2) Kim's game (Kipling, 2012): prepare a number of cards (e.g. 9), track time (1 minute), then cover the cards and say/write down as many words you remember (CZ, EN, translation). Make sentences applying those words you could not remember.
- 3) Play various games – anagrams, hangman, Activity game (draw, mime, describe), write down as many words you can, beginning with the letter “p”, and related to a certain topic.
- 4) Find a picture of a certain topic and describe it as much as you can, take turns.
- 5) Think up a short (and funny or creepy) story or text, then perform or recite it out loud.

- 6) Think up a poem that rhymes (using e.g. four words).
- 7) Think up a sentence containing: who, what, when, where, why, and how.
- 8) Track time when having a speaking monologue of 1 minute and give feedback to your friend.
- 9) Think up a short dialogue with certain words.

The rote learning method

As I have found out through observation in Czech schools, rote learning is a method typical of Czech learners. There are various strategies of rote learning, some are connected with the noticing strategies mentioned by Nation (2013 – e.g. learners repeat the word visually again and again (p. 331). In my Practical Application part, we can see that rote learning is the most common pupils' practising strategy related to learning vocabulary for school. Pupils write the word several times, read it (some aloud), and some use word cards. Nation (2013) states that rote learning is a technique which is effective when used with word cards, when reading the words aloud while memorising them, keeping spacing the repetitions, when using mnemonic tricks, when not learned together with similar words and when the order of the words is kept changed (pp. 500 – 501). However, he also mentions rote learning among other aspects of the less effective learners in case pupils prefer it to word cards or using the words in conversation. That is, rote learning technique alone is not enough, it is only a good first step in learning (p. 331). The inefficiency is supported by Thornbury (2002) who argues that rote learning has little long-term effect unless other attempts are helping to organise it at the same time, such as retrieval, spacing, mnemonics etc. (p. 24).

Techniques for testing

It is appropriate for learners to have a certain number of testing materials readily available. That is a reservoir of worksheets, examinations or other various

texts in the class. There may also be websites accessible for learners that can help with testing their knowledge. All prepared for both learner and teacher to come and use.

Thornbury (2002) presents what is supposed to be tested in vocabulary – it collaborates with the theory of knowing a word. Much often there are only a few aspects tested in examinations, but the multi-dimensional character of a word means aspects like its form, meaning, connotations, part of speech, etc., and these all aspects can be realised both receptively and productively, both separately and in context. There are various kinds of exercises that Thornbury suggests to be included in testing such as Multiple-choice, Matching, connecting, combining pairs (e.g. of opposites), Odd one out, Write a sentence with a clear meaning of a given word, Dictation (testing spelling or translation), Gap-filling (contextual), completing a passage with given words, or Translation (pp. 130-33).

Reminding the need of having a certain sense of distinction between what is good to know passively or actively (see page 17), both learners and teachers must take into account that not every word needs to be mastered actively in each aspect. Therefore, either the materials shall be well designed or learners shall be well acquainted with what the teacher wants them to know. I believe these simple techniques taken from my teaching experience may be transferred to learners: covering answers, googling internet tests, and testing in pairs.

Covering answers

Assuming there are many exercises teachers let their learners do in their class when practising vocabulary – having filled worksheets and text materials, the learner can cover their answers (which are checked and are reliable) and test their knowledge. By uncovering the answer they check whether they were correct or not. Pupils are used to it when memorising words in vocabulary before tests, so this is a great option to take this technique from practising and move it into the testing stage.

Googling internet tests

Learners can discover many tests online, typing into the search engine keywords like “vocabulary test human body” etc. Teachers may encourage learners to try at least three vocabulary tests. Of course, various particular sources of websites which test vocabulary may come from the teacher himself.

Testing in pairs

Examining a friend helps to develop Social strategies and is both comfortable and motivational for learners. Not only may learners test separate words from a list but also words from context, e.g. the learner can read a text aloud, stop reading when coming across any word and test their friend by asking the meaning of the word. They can even ask for other aspects of the word.

PRACTICAL PART

In this Practical Application part, I present the Lower secondary School Kukleny, Hradec Králové and give details on the learners' environment. In the methodology chapter, I specify my target group that is at the core of my interest. I decided to focus on adolescents for the reason that I work with them very often and this group of young people is often aware of why learning is important for them. I chose the method of a questionnaire, not only because I wanted to have as much information as possible, but because this is probably the most probable way of sourcing information from learners as a teacher in case the teacher needs to know the ways how their pupils learn. I analyse the findings achieved through specific questionnaire data which were most relevant for this study, highlighting, in particular, what learning strategies the learners use outside English lessons and what learning material they use when learning a stock of vocabulary.

3. Methodology

Context of the study

The Kukleny Primary and Lower Secondary School is located in a suburb of Kukleny, the city of Hradec Králové. It consists of 9 grades in 13 classes, not more than 350 pupils altogether. It is a general (not specialised) school. Its representation is mainly in sports and as for foreign languages, English, German and Russian are taught there. There are some events which are usually held during the school year – a day with a native speaker (a musician), Halloween and a district competition in English. In the past, the school pupils visited the United Kingdom several times but not since 2016. Among teachers teaching English, none is a native speaker. The cooperation among teachers is poor; materials are shared occasionally and mainly involve tests and rarely methods or activities. As for classrooms, many are equipped with whiteboards, data projectors and computers. There is a small

library where it is possible to spend some lessons and read books or play games. It is the kind of school where English as a Foreign Language (EFL) is being taught. The environment is Czech and there is no access to any English society or club. Pupils have no possibility to speak English within the school's suburb except in the case of special tutoring with native speakers that they contact on their own.

Three teachers teach English; below I present a brief description of their characteristics (for they influence the respondent's learning process a lot), based on the author's subjective assessment supported by the fact that he has been working alongside them for several years (the information may therefore be slightly biased):

The first teacher (T1) has less than three years before retirement. Although she is interested in trying new ways of teaching, she tends to do what has worked the most in her entire career. She is conservative towards the Internet, has only a shallow knowledge of IT, and has a hard time learning with electronics. She masters an electromagnetic CD player and works with a textbook or workbook, and tends to have conversations in her classes – which much relates to the outcomes of communicative competence.

T2 is a young teacher under 30, she has a detailed overview of what is happening in the world of cinematography but also books (she is even a writer), she knows what computer games the young generation plays at home and its teaching is very attractive to pupils. In teaching, she often works with textbooks and workbooks and emphasises communication in English and the self-speaking method of one-minute monologue.

T3 is a teacher under the age of 52, she can search online teaching materials very well and bring exercises to the classroom on the interactive whiteboard or prepare exercises and tests in printed form (worksheets). She is very inclined to teach grammar rules, a little less to practise vocabulary through worksheets or classic games which are often run on a competitive basis.

Participants

I decided to set a survey in classes 7A, 7B, 7C, 9A, and 9B (N = 60). The target group of learners is at the age of adolescence. Harmer (2015) claims that teenagers have great ability for abstract thought and passionate commitment to what they are doing once they are engaged. Most of them already understand the need for learning. They can set right goals with a considerable level of responsibility. Actually, it may be enjoyable and engaging to work with teenage pupils. Teachers need to know what exactly may draw adolescents' attention – a material which is relevant and engaging, for instance. Adolescents' behaviour and learning processes both are much influenced by the person's process of searching for identity and their need for self-esteem (pp. 84-85). Harmer (2007) also states that teenagers have an acute need for peer approval (compared to the need for teacher's attention at a younger age) and are vulnerable to negative judgements within their own group (p. 83). I believe that it is therefore up to teachers to prevent indiscipline and make routines preventing bad and disruptive behaviours and support good ones. The goal is to instil adolescent's engagement with good material. An example of what I see to be offering this good material is e.g. helping teenagers understand the music they listen to and movies they watch, as well as teaching some words that can help pupils communicate with others and express their feelings.

Instrument

Considering a method for collecting data, I chose a qualitative method – analysing open questions of a questionnaire, which was a survey of lower secondary pupils at the lower secondary school where I work. According to Lojová and Vlčková (2011), a questionnaire is, along with an interview, the most common method of collecting data when trying to diagnose learning strategies that are hidden, i.e. cannot be observed (p. 150).

My questionnaire was completed in June 2021; it consists of six topics covered in 12 questions mainly dealing with the approach and effort of pupils in learning vocabulary, or English in general. The advantage of working in the school where I decided to get data for my thesis is that I could easily ask English teachers to distribute the questionnaire to their learners and therefore have a 100% rate of return.

Not all questions were made for my research, however. It may seem untraditional or illogical since research questionnaires are made normally only of questions needed for the research. As I did not see any problem asking questions concerning other aspects of our school's influence on learners at that time, I wanted to know more about pupils' views on language learning in general. The option I had was to separate the questions, yet I found it strange to give pupils two separate questionnaires. As a result, I joined them together in terms of context and handed them out.

In the questionnaire, I combine closed and open questions. There are three open questions analysed, relevant for this thesis and dealing with learning strategies, techniques and routines: question A1 addresses the teacher's verbal impact on pupils' learning using advice, question C1 aims at pupils' extracurricular English learning and question E1 targets on the presence of any structured learning approach employed by the learners. The full questionnaire is to be found in one of the appendices for this thesis.

The question A1 focuses on what advice teachers give their learners on how to learn (strategies, techniques, etc.). C1 was to find out what are the activities of learners outside of English classes where learners are on-task and like to learn English; they even uncover attitudes and motivations for learning English and learning strategies that learners already use (and might be therefore developed or extended). Finally, E1 was to find out the learner's ability to cope with their most common task when coming to testing at school – their procedure when learning

a stock of vocabulary for the following class. That is the most relevant question which uncovers learning habits within the strategies and techniques the learners use.

One thing needs to be clarified: in the beginning, there was a chance to analyse also the questions about notebook dictionaries (B1) and diaries (B2). Nevertheless, I did not recognise it as very relevant eventually as there were answers filled in an unsatisfactory manner. That, in my opinion, mirrors the standard of keeping those kinds of records at Kukleny school – pupils hardly ever use dictionary notebooks; even less frequently they have any diaries. To put it more precisely, from my observation and occasional debates with colleagues from Kukleny it follows that teachers of English instruct their pupils to keep what they call “a vocabulary notebook” but they are far from using it as such a thing. It is rather meant to be a notebook where pupils, rather infrequently, copy lists of words from textbooks; teachers never work with these materials in the class and often do not even check whether the pupils actually keep the notebooks or not. For diaries, there are no such things kept in Kukleny and that is why the answers to B2 were even less satisfactory.

Method of analysis

The data were analysed using the grounded theory design, which Creswell (2012) defines as a systematic, qualitative procedure enabling to uncover a central phenomenon grounded in the survey data. This analytic method explains a process or action that occurs over time. Researchers proceed through a systematic procedure of collecting data, analysing them through the identification of certain categories, finding interactions among or connecting these categories, and offering a theory explaining the researched process or action. The grounded theory is used when we need to study and explain a process (pp. 422-23).

There are three basic grounded theory designs: the systematic design of Strauss and Corbin (1998), the emerging design of Glaser (1992) and the constructivist approach by Charmaz (2000, pp. 509-535). Of the three, the

systematic design is the one widely used in educational research as referred to by Creswell (2012, p. 424). It consists of three phases of coding: open coding, axial coding and selective coding. It is a set of procedures that researchers apply to develop their theory. The open coding phase aims to gather codes which describe (even hidden) features maintained in the utterances of participants. These open codes are further grouped and clustered according to similar characteristics among codes into appropriate categories, which is the axial coding phase. Finally, in the selective coding phase, the goal is to find and present theories and relationships among categories.

When the questionnaires were collected from the pupils, I carefully anonymised selected ones by giving them a special code containing their grades and classes and pupil number (e. g. Y7AS01 = year 7, class A, pupil number 1). After this, I started the open coding phase, which was a process of reading and extracting utterances which dealt with learning English. The axial coding followed where I grouped the codes under three particular categories: the category of *Methods* (strategies and activities), *Learning materials* and *Introspection*. These categories were determined by systematic clues and similarities among the codes; the *Methods* codes have an activity in common, the *Learning materials* codes are always a sort of paper or electronic product, a software, a text; all are means which help to do some activities/methods. Finally, *Introspection* is the category on the introspective basis – codes which relate to the personality of the learner and have an influence on their learning. Since I found the three categories to be general, I later realised certain patterns were occurring among them, so I came up with clustering codes into subordinate categories which led me to broader recognition: In the *Methods* category, patterns of stages of learning appeared – the *preparation*, *recording*, *practising* and *testing* phases. In the *Learning materials* category, there I could see patterns of *paper*, *internet*, *audio* and *audio visual* aids, or certain learning materials which involved some *combination* of these. The *Introspection* category contained *motivation*, subjective *experience*, *feelings* and *attitude*. After the axial coding phase, I moved to the selective coding phase which gave the theoretical findings

described in the next chapter, where I exemplify the theories with citations from the questionnaires and compare them with the theoretical part of this thesis – including findings on the three categories mentioned above and analysis of learning strategies in an individual paragraph. Finally, I summarised the hypotheses of the grounded theory results in the Discussion chapter.

To summarise what I seek to learn from the data, I re-list the aspects of my research:

- How much and to what depth pupils are taught about learning on their own;
- What learning strategies do they use or are aware of;
- Whether or not learners have any learning habits or structured approaches to learning English vocabulary;
- What are the particular methods learners use for practising.

4. Findings

The process of analysis revealed a number of themes which are connected to self-regulation in learning English vocabulary. Altogether 112 codes were produced in three categories; *Methods* yielded 60 codes, *Learning materials* 40, and *Introspection* 12. What is presented below is typical of pupils' responses to the questionnaire. To illustrate the findings, quotes from the participants were included. Those are encoded to ensure anonymity.

CATEGORIES	TOTAL: 112 CODES
Methods codes	60
Learning materials codes	40
Introspection codes	12

Table 5 Number of codes in categories.

The key finding is related to the methods pupils use in their learning process. The category of *Methods* includes the various procedures where each means a certain strategy to reach the goal. These methods are in very tight interaction with the category of *Learning materials*, which are the means of helping to put the particular method into practice. The learning and thus using a method is also highly affected by introspective phenomena such as motivation, good experience, etc. Another factor that highly influences the choice of methods and learning materials is the purpose of learning / learning environment. Two of these are described in the findings – school (curricular learning) and home (extracurricular learning).

4.1 Methods and phases of vocabulary learning

The findings from the questionnaire data show that all phases of vocabulary learning are represented in learners' repertoire; **there is a total of 60 codes**, including the preparatory part (consisting of 6 codes), **recording** or getting acquainted with vocabulary (12 codes), **practising** (38 codes) and **testing** (4 codes).

There are 8 codes of active and 4 of passive practice included in the case of learning English at home (question C1).

Preparing: A typical feature is the selection of words that pupils are going to learn from those they already know. That is a well-known method among pupils. In another words, once pupils get a list of words, they choose what they already know and what not yet, and learn only those which are harder to remember. It is a phase just before recording, although it slightly interferes into the recording phase. This strategy is of metacognitive ones (“preparing and organising learning”, see Metacognitive strategies, p. 28) – pupils „highlight words that are hard or harder to remember“ (Y7BS11) and let be those that are easy to remember. Some would also typically „write some that [they] don't know“ (Y7BS04). A minimum of pupils think of where or when they would learn the words or think that they need some relaxation before they sit down to learn, or rest, for example.

Recording: Vocabulary recording is commonly repeated in statements, and unfortunately this is the last step of some pupils' learning: „I would write them down into a notebook and thus make them easier to remember“ (Y7CS08). It is typical for pupils to write down words once. They literally copy the words on paper or in a notebook or do not even write them down, they only read them once (some even out loud): „I will read them and then my mother will test me“ (Y7CS01). Pupils either have the words already translated or are translating them or looking for their meaning. Some pupils learn step by step – not all at once, but they always go through a few words, and when they think they have met them, they continue with others: „and I would learn it step by step“ (Y7BS11).

Practising: Most codes are included in this phase, I conclude that each pupil is original and different a little bit. We must also take into account that a large part concerns how pupils learn outside school, i.e. a phase that is not so uniform and is more or less influenced mainly by the personal interests of the pupils and the world around them than by the school itself.

At Practising, we come across two diverse branches. On the one hand, some activities are directly affected by the school environment. It is mainly a matter of setting the pupil to what the school wants from them – to learn vocabulary for the topics which they discuss in English lessons. These activities are typically accompanied by exercises such as rote learning, i.e. when the pupil reads, writes, listens or says a word aloud over and over, until they get the feeling that they remember the word, or its translation: „I repeat it again and again and then it goes by itself“ (Y7BS12), or „I would probably read them 5 times in a row and then I would probably remember them“ (Y9BS07), or „I would take 15 pieces of paper and write individual words over and over, one word on one piece of paper repeatedly“ (Y7AS03). This practising is made so automatic for some pupils that they mentioned in the questionnaire only bare words like: „repeat them repeatedly“ (Y9AS11). Elsewhere, the learner describes this learning as „I am learning to know it by heart“ (Y9BS09), or „I would learn it as a poem. And if I thought I could handle them, I would close my eyes or close the textbook and try to recall it.“ (Y7CS04), or „I repeat it in my head many times“ (Y9AS06). Pupils „read words over and over“ (Y9BS05) or choose to „write it over and over to make it easier to remember“ (Y7AS02). For some, these words are accompanied by another method, such as the already mentioned selection. However, it feels that many pupils do not know other, more effective methods of practice and even feel that this is enough: „I will repeat them over and over and then I will always remember the word“ (Y7AS10). It gives the impression that this is either enough for a written test they expect (and yes, it may be enough for some pupils to pass the test), or that they do not expect the process of forgetting at all. In rote learning, pupils mainly use ordinary „paper“ (Y7BS07), write „in a vocabulary notebook“ (Y7AS04), or read directly „in the workbook“ (Y7CS07) or a textbook, where the words are written under each other in a form of a list.

A much less common phenomenon is working with cards, where pupils write new words on cards before practice (see Leitner box technique, p. 37): „English term is on the one side and Czech on the other“ (Y7BS04), and finally

practise vocabulary by mechanically rotating the cards to remember what the words mean: „I write them on a card and learn them“ (Y7CS11), or „I would write the cards and keep reading and trying“ (Y7BS09). Finally, there is sometimes mentioned a method of putting a new word into context, by creating a sentence: „I would learn them in phrases“ (Y9AS11), „I would try to learn them in sentences“ (Y7AS05).

The second polarity is the lack of any specific school task in an out-of-school environment where pupils are motivated in learning English mainly by their interests and their surrounding world. They get mainly to watching audio visual materials, reading, playing games, and practising using mobile applications, but also to conduct social activities such as talking and writing. Respondents often spend their free time on films, series and other videos that practise their understanding of listening to vocabulary in context, including their pronunciation: „I watch English movies, series, etc., I listen to its conversations carefully, so that I could learn a few words“ (Y7BS05). Respondents typically state they read articles, websites, and books on various topics and complexities – for example, bilingual books: „I read monolingual and bilingual books“ (Y9BS11). „Sometimes I read an English book, but most often I watch movies/series in English. I also read various articles in English, and so on“. (Y9AS11). Pupils also state that they „listen to songs in English“ (Y9BS04) and „translate English lyrics“ (Y9BS01). Popular is playing computer games: „I play games at home“ (Y9AS12), in which pupils „communicate with teammates in English“ (Y7AS05), both by speaking and writing. Pupils also mention speaking as they „speak English with family“ (Y7AS03), or self-speaking: „sometimes I speak to myself in English“ (Y9BS12). Writing is developed by only a few pupils – in computer games: „I play games and write there in English“ (Y7BS06). Special activities such as playing classic (not computer) games, practising with the help of an application, or tutoring – conceptually very non-specific for vocabulary development. It cannot be said whether pupils make records of any vocabulary in any way, or how much such vocabulary is practised or even tested. Respondents specified activities only in PC

games, as I mentioned above. Learners use mobile applications, too, for example for the reason that „a lot of applications are in English“ (Y7AS09).

Testing: The testing phase occurs exclusively in connection with learning for school. Pupils use self-testing methods with the help of their vocabulary notebook or paper, where they write down their words:

I write the words on a piece of paper in English and Czech. Then I fold the paper so that only the English part is seen. I take another piece of paper, fold it back, and see where I still make mistakes. And that's how I do it until I have learnt all the words. It works the other way around. (Y7CS06)

Pupils sometimes seem to confuse or connect this phase with the practising phase for they do not mention any practising phase ahead. However, this is not a suitable practice method – again, it is an ineffective rote learning, learners learn something by heart. Another typical phenomenon in questionnaires is, to have the knowledge tested by having someone else to examine them. Family members (siblings, parents) and/or a classmate are most often mentioned: „I would probably learn it the next day at school with a friend“ (Y7AS06). It is clear from family members that this is a testing phase because the pupils do not want to rob their relatives of their time until the learners are convinced that they already know the words well:

I would take 15 pieces of paper and write individual words over and over, one word on one piece of paper repeatedly. Then I would ask my sister to say the Czech words, and I would write their translation in English and read it out loud. (Y7AS03).

Based on the subcategories of methods, we find metacognitive (indirect) strategies in the **preparatory** phase only among a minimum of pupils, typical is planning when or where pupils learn and preparing the conditions for learning, e.g. by turning off the television or selecting difficult words. In the **recording** phase, the diversity of strategies is a little bit wider. Here we meet general ways of

recording (according to Nation's cognitive noticing strategies), either physically on paper (writing words down once in a notebook) or into memory (reading in one's head or aloud). The translation process is also typical of this situation. According to the Oxford's 1990 classification, there are various (direct) strategies – e.g. cognitive strategies – learning pronunciation through watching movies, compensatory strategies – guessing the word meaning, memory strategies – association with what they already know, and metacognitive (indirect) strategies, where pupils divide the subject into smaller parts and record it step by step. When **practising** vocabulary, cognitive strategies prevail. These most often involve watching movies and series, reading books, listening to songs or self-talk and playing PC games in English – as part of learning based on the pupil's own interests. For cases of learning for school, rote learning is the most common strategy. However, practising using a mobile application, translating texts or communicating (writing and speaking) in online PC games are very common cognitive activities as well. Sometimes these go, to some extent, hand in hand with social (indirect) strategies – for example, when working together in playing a PC game (communication) or speaking English with family to activate or strengthen vocabulary. Less common strategies include memory strategy, especially in activities such as creating sentences for words that the pupil is learning or practising with cards. Finally, in the **testing** phase, we can see common social strategies – learning with a sibling, parent or friend, or – if the learner makes testing on their own – cognitive strategies, that is, covering the vocabulary notebook and trying to recall the correct translation.

Comparing seventh grades to ninth grades, the classes use pretty much the same strategies. Pupils of all classes use only cognitive strategies at home; when at school, they also develop recording strategies: metacognitive (indirect), memory (direct) and social (indirect) strategies.

4.2 Learning materials

The data show significant differences between what learning materials teachers recommend, then which learning materials pupils use for the English they engage with as part of their extracurricular activities, and finally what learning materials pupils would use to learn 15 new words given by teachers (for school purposes). We can also assume a teacher's influence on the respondent's learning habits described under the E1 question. **Of all material codes (40)** there is **paper** (15 codes), **internet** (8 codes), **audio** (2 codes), **audio visual** materials (9 codes) or certain **combinations** of these (6 codes).

As for teachers' advice, paper materials are recommended by teachers in the form of ordinary paper, textbooks, cards and books. The internet materials include mobile applications, an online translator, and lyrics. Audio materials are represented by songs or recordings. Audio visuals are movies/series (alternatively with subtitles) and other videos. Teachers also recommend learning English via games. Thus, all kinds of materials are represented in pupils' utterances, yet it is of interest that something different is always recommended to individual classes: T1 advises in 7A vocabulary practice using cards („Primarily, I remember past tense of irregular verbs thanks to cards which teacher gave us and told us to use“) (Y7AS05) or practice by playing „various games“ (Y7AS04) – whereas T1's 9A is recommended to use „a translator or a textbook“ (S9AS08). T2 advises in her 7B „a vocabulary-focused mobile application“ (Y7BS03) and „games“ (Y7BS01) – while in 9B she encourages pupils to a much wider variety of materials – „lyrics of songs“ (Y9BS04), „read books“ (Y9BS07), „watch movies and series in English with English subtitles“ (Y9BS02), „watch...videos“ (Y9BS11) and „listen to English songs“ (Y9BS10). Contrary to those, the 7C class led by T3 did not mention a single learning material. Some pupils might have already forgotten the advice, however, the majority of questionnaires remained unfilled in this question A1 (except the 9B class) or at least did not mention any learning material. We can deduct from this the poor extent to which teachers systematically advise pupils on

which materials they can use at home. It is noteworthy that T2 offers the largest range of auxiliary materials, furthermore, learners of 9B answered question A1 mentioning a learning material very often. From the data in general we see that teachers advise younger pupils to play games in English, and older ones are recommended to use a translator and audio visual materials such as movies etc. The personality and approach of the teacher are crucial factors influencing learners in Kukleny; it can be seen that the school has got no uniform plan of advice on what to hand over to pupils – it is up to the teacher. Each recommends something different and there are even differences between all classes and grades. Finally, it can also be observed that T1 and T3 are noticeably conservative towards the Internet and tend to be in traditional ways, while T2 is based on the interests of today’s generation of adolescents (this can be seen in the repertoire of the advice to 9B).

Teachers' advice	T1		T2		T3
Type of material	Class 7A	Class 9A	Class 7B	Class 9B	Class 7C
<i>Paper</i>	flashcards/ cards	textbook		books	
<i>Internet</i>		translator	vocabulary app	lyrics	
<i>Audio</i>				songs	
<i>Audio visual</i>				<ul style="list-style-type: none"> • movies/series <ul style="list-style-type: none"> ○ with English subtitles ○ with Czech subtitles ○ without subtitles • videos 	
<i>Combination</i>	games		games		

Table 6 Types of materials (i.e. codes) mentioned across teachers and classes.

During the analysis of open codes I could not overlook that respondents mentioned many learning materials in relation to learning English at home (relating to the question C1). It is evident that the respondents surround themselves with English. Vocabulary is encountered in all possible situations and materials. Typical

is developing vocabulary with the help of movies and series, books and online texts, also while playing computer games and using applications: „I watch movies and series in English and play English PC games, too“ (Y7AS02), or: „At home, I learn...by watching movies with Czech subtitles and play English games, as for application I use Duolingo“ (Y7BS10), or as follows: „Sometimes I read an English book, but most often I watch movies/series in English. I read various articles in English, and so on“ (Y9AS11). Translation of texts and lyrics of English songs are represented at a lower rate: “I don’t normally read books, but I have got a few manga books and I read them with a help of translator” (Y9BS12), “I look up English words using translator when I don’t know any” (Y7CS05), or “I listen to songs in English” (Y9BS04). Apart from books, these are almost exclusively Internet materials, mainly of audio visual nature. From the utterances of the respondents I can see two reasons why learning English at home is something that pupils manage by themselves. Either they enjoy and are interested in learning that way or they engage with that English-only material because it is not available in Czech (new series which are not dubbed right away etc.). As these are mainly materials that require access to the Internet, it is clear that the Internet is a crucial condition for their learning process at home. Watching movies/series or playing computer games, where they have to communicate in English-speaking environment, is represented by every class. The extracurricular development of vocabulary is also specific in that English is often not the goal of the learning process (learning vocabulary), but rather a path and a means. So the journey is the goal.

A question may arise here whether pupils sometimes want to develop their vocabulary for “school” English. When we look at the data, we rarely see any clues. This is typically catching up with knowledge of English classes through tutoring, but this only occurs in 7A and 7C (classes of T1 and T3), while in 9A tutoring, if mentioned, it is only a matter of the past: “I used to have tutoring before...” (Y9AS04). Textbooks and paper notebooks as means to learn are mentioned only exceptionally, in 9A: “I learn English by myself, I take my paper notebook or

textbook” (Y9AS08). This, therefore, brings us to the pupils’ data describing their learning process „for school“.

In the answers to question E1, we see a diametrically different balance of methods vs. learning materials. Methods are very prevalent here. We have to take into account that the initial task results from working with the textbook, resp. what would pupils do to learn 15 words chosen from the text written in the textbook. This automatically puts the textbook as a learning material in the first place, however, not every respondent used this material. The vast majority decided to take the text as a source of selected isolated words that they wrote down and worked with outside the textbook: “I would write them down into my paper notebook and that way I would remember them better” (Y7CS01). Very few individuals mentioned that they would read the words in the context of the text: “I’ll read the text and those words that make me trouble I write on paper” (Y7BS07). Speaking of exceptions, for example, a pupil of 7B knew how to learn new words through classic games: “I would play games with them” (Y7BS02), and a pupil of 7C would record the words on a sound recorder and play them: “I would read them and record myself on a recorder and then I would listen to the record” (Y7CS10), and finally a pupil of 9B would “take a picture of words and set them in the background of [his] mobile phone” (Y9BS04).

On one hand, respondents predominantly use electronic materials for extracurricular activities, especially the Internet, on the other hand, for the school task they would prefer mostly paper aids, such as a dictionary, textbooks, cards or an ordinary sheet of paper. Comparing these two contexts leads me to assumptions that, first, the environment determines what learning materials learners use, and second, the learning materials crucially influence the choice of methods, and thus the learning process. The reason for the lack of overlap from C1 to E1 may be in the difference of goals learners have. We do not see any intersection between learning materials in C1 and E1; pupils use completely different materials at home than when learning for school.

Some activities are not conditional on learning materials at all, such as communication or self-speaking: „I often speak to myself in English“ (Y7BS08), and therefore may improve English (in speaking) in general.

Last but not least, considering what advice had been transferred into action, I searched for data on the task given in C1 and E1 to recognize whether there are the same codes that the teachers advised their pupils in A1. Looking therefore for matches of codes A1 and E1, I found out that in 7A (taught by T1), some pupils only took to heart that they „would repeat new words again and again“ (Y7AS08) – rote learning. Respondents from 7C (led by T3) would „read the words first“ (Y7CS07), then „write them down once, and then repeat them“ (Y7CS05) – rote learning. In 9A (T1), they would read them several times in a row: „I would read them again and again until I could recall all of them“ (Y9AS08) – rote learning. Finally, in 9B (T2), the pupils would also repeat, resp. read the words aloud several times: „I would read them all the time and say them aloud so that I could remember them as much as possible“ (Y9BS06).

Looking for matches of codes A1 and C1, the interesting finding is that only 9B pupils of T2 responded that they did almost the same range of activities that they were advised to do. Actually, it is the class with the most answers to questions A1 and C1. What they typically responded is that they „watch movies and series in English, translate English lyrics, and read books...in English“ (Y9BS01).

4.3 Introspection

In addition to the available teaching materials, there are factors of introspective character (**12 codes in total**), influencing the possible choice of my respondents' methods – such as **motivation** (5 codes), **attitude** (1 code) to the curriculum, **feelings** (1 code) or previous **experience** (5 codes). Often these aspects were not mentioned literally, although a few remarks occur there. However, they are clear from the pupils' comments, I mean, their motivation and interest are highly evident – especially below the question of how they deal with a foreign language

outside the school environment: “I watch series but most importantly – I read various online mangas, fanfiction, and then also songs” (Y7AS07). Overall, the pupils listed several ways to achieve a rich vocabulary, thanks to their constant interest in these activities (watching movies, reading books, communicating with the family or in PC games). A common word in statements is the word "effort" or "effort to improve me" or "my knowledge: “I aim to improve my English by trying to watch all the movies in English and play games where I communicate with my teammates in English” (Y7AS05), or: “I would try to memorize them – or try to create a short text in which I use these words, and then try to learn them with the text” (Y9BS11). If there was no motivation, there would be nothing for them to mention, or at least the word "must" would appear for extrinsic motivation. However, it can be seen that learners return to their activities on regular basis: “I keep watching some movies or series. I often speak to myself in English” (Y7BS08). And so it can be assumed that they review definite vocabulary regularly. Some pupils like to mention their experiences, including their progress, such as comparing their level of English with that of years ago: “I used to be tutored about two years ago, but now I just watch series/movies” (Y7AS04). Learners also emphasize their preferences based on their own experience and resolution, such as watching series without subtitles or with English subtitles instead of Czech ones: “I watch English movies and series, where I deliberately turn on CZ subtitles, even though I can watch dubbing” (Y7AS10). They also share their good experience with something, such as a web application helping them: “Now I try to play Duolingo regularly (it helps me a lot)” (Y9AS04), or they are even convinced of its help and recommend the app to others: “...and I'm playing Duolingo! (I recommend it!)” (Y7BS11). Another common phenomenon is self-confidence, whether unsubstantiated: “I would probably read them 5 times in a row and then I would probably remember them” (Y9BS07), or justified by experience: “I would go to learn it. I remember vocabulary quite easily” (Y7AS07). Sometimes pupils are agitated or perhaps extrinsically motivated by feelings: “At first, I'm afraid of getting any bad mark” (Y7AS01).

The category of introspective phenomena covers affective (indirect) and metacognitive (indirect) strategies at a fairly balanced rate. This is because the pupil's learning process is often influenced by motivation, which falls under affective strategies – the pupils said that they were trying to do something, they wanted to learn, and they wanted to improve. Many expressed a confident attitude that they would learn words without a problem (also affective strategies). Building the learning process on someone's experience means using a metacognitive strategy. Pupils already prefer something, they see their progress. They are aware of what helps to learn vocabulary, and are ready to use this knowledge.

5. Discussion

The findings of the study show that pupils mentioned methods, learning materials and introspective phenomena on the topic of vocabulary learning. From that data, I could analyse their learning strategies and found out that the cognitive strategy is the most common one among all of the approaches. For school purposes, some pupils use also memory and metacognitive strategies. The most spread method is rote learning. It was commonly noted that when learning after school, pupils learn thanks to internet learning materials such as movies/series, songs and PC games, as well as paper learning materials such as books and other English texts. Though it cannot be stated that learning vocabulary is their primary aim here.

One of the central findings is that pupils at the Lower secondary school in Kukleny use predominantly cognitive strategies and their learning processes differ depending on the environment/purpose of learning. They are more motivated by learning English for themselves, but they use more strategies when learning for school purposes.

Hypothesis 1: Some, but definitely not all pupils pass through all the stages of vocabulary learning, despite not always being given adequate support by the teacher. Each class is guided a little bit differently to learn vocabulary, teachers do not give adequate advice on how to prepare for learning, how to record vocabulary, and how to practise, recall and test them (which is the concept I have been working with throughout the thesis – preparing, recording, practising, and testing). However, it was clear from the pupils' statements that some of them can pass through all the stages. When pupils learn vocabulary for school, the common procedure is as follows: Pupils write words down into a vocabulary notebook, practise the words once (typically through rote learning) and then test whether they recall them or not. Among the less frequent answers, it turns out that some pupils highlight in advance which words they will learn from the whole, others create cards, some practise differently than through rote learning (e.g. they make sentences

employing the words) and finally, some pupils let someone else test their knowledge. However, it also turns out that a large proportion of pupils are used to engaging in only one phase; it is typically the stage of recording, or testing, where pupils rely on their memory and do not practise. Extracurricularly, pupils usually only practise vocabulary in activities not directly related to school purposes.

Hypothesis 2: The most commonly used strategies are cognitive strategies, regardless of the context. For English lessons, pupils most often practise rote learning; at home, they watch movies/series, read English texts, play PC games in English and listen to English music. Vocabulary is actively practised by individuals who speak English (with others or by themselves) or communicate through PC games (speak, write). Much fewer pupils use memory strategies (inventing a sentence using a word, working with cards, etc.), metacognitive strategies (preparing for the learning process by selecting, highlighting which words they will learn and which they do not have to), and social strategies (testing their vocabulary knowledge together with a classmate / family member). When it comes to recording words, the range of strategies is quite poor – of typical is to copy the word on paper or into a paper notebook once, or to read the word once. The strategy, in this case, is to write it down once, with a certain amount of confidence that they will remember it. In addition, the range of strategies does not change significantly among classes or grades except that grade 9 pupils are even more inclined to cognitive strategies and show much more fixed habits in extracurricular practising activities. Pupils use a larger repertoire of strategies when learning for school.

In her quantitative research, Vlčková (2005) found out that the most used strategies are compensatory strategies, followed by cognitive, metacognitive, social, memory and affective strategies. Among the most frequently used cognitive strategies was the strategy of repetition (p. 135). As long as I observed strategies used outside of school and during a specific task for school, compensatory strategies did not show up in my results.

Hypothesis 3: The choice of respondents' methods and strategies is mostly influenced by the availability of learning materials while this availability is largely dependent on the context in which pupils learn. The choice of learning materials in the classroom is primarily the responsibility of the teacher. It depends on what learning materials they provide or allow. The data show that each of the teachers even recommends different learning materials. Conversely, out of school, pupils regulate learning materials and learn mostly on their own. Thus, there are many more ways for pupils to learn at home; they can freely watch movies/series, play PC games, read books etc. anytime they want. Of interest is a finding that electronic materials, especially the Internet, are predominantly used in after-school activities, while for school, pupils mostly use only paper aids to learn vocabularies – such as a vocabulary notebook, textbooks, cards or paper. In the case of learning at home but still for school purposes, pupils again tend to choose the learning materials they use at school; perhaps that is why the number of those learning materials is very small. The only exception is speaking which naturally does not require any learning material. To sum up, learning materials in English lessons at school are diametrically different from learning materials during extracurricular English.

Hypothesis 4: Teachers do not transfer any agreed uniform methodology on how pupils can learn on their own. If no exceptions are taken into account, teachers' pieces of advice vary in all classes, and a clear transfer (that is, where pupils took the teacher's advice to heart) was only seen in the 9B class – pupils were engaged in extracurricular activities recommended by their teacher. First, the teachers obviously do not debate this issue together. It seems that it is up to each of the teachers to give the pupils some advice. Second, pupils hardly mentioned that they learned vocabulary in an extracurricular environment the way the school taught them to learn – unless the school wanted them to do so as homework. We can therefore assume that they would rather be motivated in learning English the way they are used to learn at home – with the help of learning materials they are used to employ there.

Hypothesis 5: Pupils shape their learning habits on their own. And again, we can distinguish the pupil's learning context. When learning vocabulary for school, pupils often have habits such as writing new words down into a vocabulary notebook, then practising them using rote learning. Pupils thus read words (even aloud) or write them down elsewhere on paper again and again – and finally they cover up the part of their vocabulary notebook with the translation and try to recall the word translation. Alternatively, they ask someone else to test their vocabulary knowledge. In contrast, learning habits at home are often associated with online learning materials. Pupils got used to watching movies/series in English. They got used to the English environment in PC games. They are used to perceiving the lyrics of English songs and reading English written texts. For some pupils, it is natural for them to speak English at home or talk to themselves and thus practise and build up their vocabulary actively.

The different hypotheses showing the learning process issues above may tell of crucial differences between curricular and extracurricular usage of methods and learning materials. It is also without a doubt that pupils have some learning habits and know some strategies for both school and after-school English. They are motivated in developing English skills, but rather in their own ways. Their language learning can no longer be seen as a process determined by and limited to the teacher's leadership. Autonomous learning is already in process. The teacher's responsibility is to develop that autonomous learning to a higher level.

This could be done in two ways: build upon the recommended outcomes of Key competencies and work on agreed methods of how to regularly lead pupils towards meaningful and effective language learning strategies. The second possibility comes out from the results: To find a way to transfer the pupils' extracurricular routines into the English lesson's environment and make them more effective and authentic.

CONCLUSION

During my school years, I always felt a need for someone to guide me on how to learn. As a result, it became my long-term interest to seek effective ways of learning, avoiding any rote learning, and I intend to employ them in teaching my pupils at the Lower secondary school of Kukleny, Hradec Králové. The present thesis looks at methods of learning vocabulary at this school.

In the first chapter of the theoretical part, I discuss specific factors which are important when considering self-regulated learning. The main factors are (intrinsic) motivation, setting short-term and long-term goals and building/keeping habits and routines which make the learning process automatic and thus more effective, simpler, less time-consuming and helping learners to become more autonomous and self-regulated.

In the second chapter, I present what it means to know a word, and discuss what is meant to be taught in lower secondary schools (outcomes required by the state and schools), among else how my topic relates to the Key competencies which are described in the Czech curriculum. Afterwards, I present language learning strategies as a means of how to learn. These strategies help pupils to make learning more efficient and conscious. Their purpose is to support the learning process, making it easier and faster. Learning strategies are classified as direct and indirect strategies. The choice of methods and strategies is highly important to achieve the goals more effectively. This choice is again influenced by many factors, including personality, age, motivation, habits, knowledge of strategies etc. The teacher's role is not to lead pupils step by step in their learning process, but to create good conditions for the choice of effective and learner-preferred strategies and techniques.

Later in this chapter, I present some relevant techniques that could be easily transferred to pupils – e.g. using a proper dictionary, keeping a vocabulary notebook

organised (for the presenting stage of learning vocabulary), self-speaking, learning via the Leitner box, examples of pair activities (for the stage of practising), and finally covering answers, “googling” tests on the Internet and testing in pairs (for the stage of testing). I describe the theory of forgetting and the advantage of spaced repetition.

In the Theoretical part I introduce and further work on in the Practical Application part with the classification of Oxford (1990) and Vlčková and Lojová (2011), stages of vocabulary learning according to Thornbury (2002) and his learning techniques, Nation’s (2013) concept of cognitive strategies, and spaced repetition (Cloke, 2018; Thornbury 2002).

The Practical Application part of my paper highlights my aim to find out which learning strategies are common at the Lower Secondary School in Kukleny, Hradec Králové. I give an introductory presentation of the school, giving details on the learners’ environment and specifying my target group which are adolescents in grades 7 and 9. I decided for adolescents because that specific group of young people is already aware of the importance of learning and once engaged, they give incredible results. I made a questionnaire as a method of sourcing information because it is a simple, quick and effective way that could be probably used by every teacher when planning to make their research on their pupils’ learning process. As, however, teachers have many responsibilities in addition to planning lessons, it is unsure if they would wish to engage in any researching activity other than that.

My analysis shows a variety of methods that pupils know and use in their English learning process. Data show when these methods are commonly used and what factors influence the choice of these methods. The major influence comes from the possible variety of learning materials and certain introspective phenomena such as motivation.

I analyse findings achieved through specific questionnaire data (the most relevant for this study) using Grounded Theory method, highlighting in particular

what learning strategies are used by learners in extracurricular environments and what they use when learning a stock of vocabulary for school requirements. Very often, teachers do not provide advice on ways to learn vocabulary. They do not cultivate learners' habits. Teachers suggest the pupils watch movies and TV series, read books written in English and listen to English songs. To learn words, pupils are given the advice to read/write the word several times. Pupils develop their English word stock outside of school by watching movies and series or playing computer games in English. While learning, they usually read the vocabulary repeatedly until they remember the translation of each word. Some pupils write the words down. Unfortunately, these techniques do not ensure that learners will be able to use the words actively in the long term.

These findings have generated five hypotheses grounded in the data: I found out, thanks to the grounded theory, that some, but definitely not all pupils have habits of the vocabulary learning which progresses through all four stages (preparing, then recording, practising, and testing words), and that most of the learners use only cognitive strategies, including practising via rote learning for school purposes as well as many other cognitive activities practised at home. For indirect strategies, some pupils use one social strategy, i.e. asking someone to examine them. I have discovered that pupils' learning approach depends highly on the context they learn in and the learning materials they have available. I have also found out that teachers at Kuklenny school have no agreed uniform methodology on how to teach a pupil to learn autonomously and that leads me to conviction that this is why pupils shape their learning habits on their own – both at school and at home.

In the future, when distributing questionnaires, I would motivate pupils by giving a reward for three questionnaires completed satisfactorily to reach a higher relevance level. Interviewing the pupils provided the best questions might be another option. Finally and most importantly, I would separate research questions from those intended only for my personal/professional screening of English-

teaching levels at Kukleny school, asking the latter set of questions on any other occasion.

In terms of further research, it would be now beneficial to interview teachers of English at the Kukleny school, to include factors that influence their teaching practices and uncover their point of view – by doing so we may get a bigger picture of the self-regulative level and options of improvement in our school. My recommendation would be to interact with their teaching process through seminars and discussions on the topic of learning competency and follow up by making a new research.

I believe this paper uncovers an interesting view on the question of pupils' actual self-regulated learning and is worth time to be read and further discussed.

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APPENDICES

Appendix 1: The questionnaire

Milí žáci, nacházíme se na konci školního roku, a tak si vás dovolím požádat o sdílení svých zkušeností s tím, jak se učíte slovíčka na angličtinu. Dost mi to pomůže k mojí práci, kterou píšu na univerzitu. Zároveň mi to pomůže být jednou lepším učitelem. Moc si vašich pravdivých odpovědí vážím a přeju vám všem krásné léto. Děkuju!

Dotazník je rozdělený na šest jednotlivých částí. Můžeš je dělat na přeskáčku. Nespěchej. Když nestihneš všechno, nevadí. Pokud ti přijde nějaká otázka dlouhá, nech si ji klidně na konec. Pokud si s něčím nevíš rady, zkus se zeptat. Když nebudeš vědět, co napsat, tak otázku vynech.

p. uč. Moudrý

Tvé jméno: _____

Třída: _____



A. O vaší paní učitelce

1. Pamatuješ si nějaké **radý nebo tipy**, které vám paní učitelka dávala, abyste se tak učili slovíčka? (zakroužkuj, případně stručně napiš, které)

NE – ANO, tyto:

2. Vzpomeň si, jak se učíte slovíčka s paní učitelkou ve třídě. **Učíš se je doma podobně?** (zakroužkuj, případně stručně napiš)

NE – ANO (napiš, co přesně jsi od paní učitelky odkoukal/a):

3. Když vás chce paní učitelka slovíčka naučit nebo je zopakovat, jaké **hry hrajete nebo aktivity děláte nejčastěji?** Napiš všechny, které tě napadnou. Když tak je popiš.

NEVÍM – VÍM , TYTO:

B. Vaše zápisky

Zaškrtni, co u tebe platí, nebo napiš odpověď.



1. Slovníček

- Do slovníčku píšu (zakřížkuj nebo vybarvi):
 - slovíčka k lekcím (jsou na konci pracovního sešitu):
 - jen ta, která neznám
 - všechna
 - jen ta, která mi paní učitelka vybere

 - slovíčka z hodin vyučování angličtiny:
 - ta, která mě zaujmou
 - ta, která mi paní učitelka řekne
 - taková si nepíšu

 - slovíčka, na která narazím mimo školu
 - jiná: _____

- Pracujete se slovníčkem pravidelně? ANO – NE

- Vylepšujete slovníček tak, abyste si slovíčka lépe zapamatovali? ANO – NE

- Jak se učíte slova **ze slovníčku**? (zakřížkuj nebo vybarvi)
 - často s někým druhým (babička, děda, rodiče, spolužáci)
 - přepisuju je na kartičky a učím se s kartičkami
 - pomocí aplikace nebo internetu
 - jinak (popiš co nejpodrobněji):

- Slovíčka si zapisuju tak, ...
 - že si je roztřídím podle slovních druhů (zvlášť podstatná jména, slovesa, přídavná jména,...)
 - že si je srovnám podle toho, jak jsou pro mě těžká
 - že si je opíšu přesně tak, jak jsou v pracovním sešitě
 - že si je srovnám podle abecedy
 - Někdy si je zapisuju i jiným způsobem:

2. Deník



Možná si nevedeš žádný deníček, ale píšeš si následující zápisky do svého A5 pracovního sešitu (Activity book nebo Practice book). Pokud ano, ber to nyní, jako by to byl tvůj deník. Pokud máš přímo deník, kde si vedeš záznamy o své angličtině, pak to dole nezapomeň zaškrtnout.

- Do deníku nebo pracovního sešitu si alespoň někdy píšou (zakřížkuj nebo vybarvi):
 - proč se chceš učit anglicky
 - čeho chceš v angličtině dosáhnout, k čemu ji chceš v budoucnu používat
 - tipy a nápady, jak se anglicky učit
 - jak mi učení angličtiny zrovna jde (třeba “Jak mi to dnes šlo?” – nic moc, špatný, super, apod.)
 - názvy knížek, webových stránek nebo aplikací, které se mi líbily a chceš se s nimi učit anglicky
- Dále si do deníku nebo pracovního sešitu píšou:
 - co chceš dělat lépe, v čem se chceš zlepšit
 - jak se učit slovíčka
 - co jsem pro rozvoj mé angličtiny dnes dělal (filmy, knížky, doučko,...)
 - názvy témat a rozhovorů, které už umím
 - rozhovory, povídání o sobě
- Kromě pracovního sešitu ve škole si vedu také deník. ANO – NE



Angličtina na doma

C. Moje angličtina mimo školu

1. Podrobně popiš, jak se učíš anglicky mimo školu. Chodíš na nějaký kurz? Doučování? Anglické letní tábory? Čteš knihy (jednojazyčné, dvojjazyčné s překladem)? Sleduješ kvůli angličtině filmy, seriály, hraješ počítačové hry v AJ? Navštěvuješ webové stránky (vypiš názvy)? Používáš aplikace k výuce AJ? Nebo cokoliv jiného.

2. Když někde mimo školu narazíš na nějaké slovíčko, které si chceš zapamatovat, co s tím uděláš?

D. Teorie



1. Víš, jaký je rozdíl mezi tak zvanou pasivní a aktivní slovní zásobou? Vysvětli.
2. Víš, co je to návyk? Dokážeš tento pojem vysvětlit? A jak takový návyk asi vzniká?

E. Jak se učím slovíčka



Slovíčka potřebujeme znát, abychom uměli dobře anglicky říct to, co nám leží na srdci. Někdy se je učíme na test, někdy kvůli rozhovorům ve škole, někdy prostě jen tak pro život.

1. Představ si, že ti vyberu třeba 15 slovíček z nějakého krátkého textu v učebnici. Chci, abyste se je do druhého dne naučili. Co uděláš? Jak by ses je učil/a? (Neřeš, že by se ti ta slovíčka možná učit nechtěla, o to tu teď nejde.)



F. Online výuka

1. Výuka přes počítač nás ovlivnila všechny. Možná nás napadly nové možnosti, jak se něco učit lépe. Učíš se díky online výuce slovíčka trochu jinak? Přišel/přišla jsi na nové možnosti, jak si slovní zásobu procvičit nebo ji rozšířit?



2. Co ti ve škole na výuce angličtiny chybí? Nebo na výuce slovíček?