



Pedagogická
fakulta
Faculty
of Education

Jihočeská univerzita
v Českých Budějovicích
University of South Bohemia
in České Budějovice

Jihočeská univerzita v Českých Budějovicích
Pedagogická fakulta
Katedra anglistiky

Diplomová práce

Teaching and Testing Vocabulary (at Lower Secondary School Level)

Výuka a testování slovní zásoby na 2. stupni ZŠ

Vypracovala: Bc. Michaela Bartušová, AJn-OVan
Vedoucí práce: doc. PhDr. Lucie Betáková, MA, Ph.D.

České Budějovice 2020

Prohlášení

Prohlašuji, že svoji diplomovou práci jsem vypracovala samostatně pouze s použitím pramenů a literatury uvedených v seznamu citované literatury.

Prohlašuji, že v souladu s § 47b zákona č. 111/1998 Sb. v platném znění souhlasím se zveřejněním své práce, a to v nezkrácené podobě elektronickou cestou ve veřejně přístupné části databáze STAG provozované Jihočeskou univerzitou v Českých Budějovicích na jejích internetových stránkách, a to se zachováním mého autorského práva k odevzdanému textu této kvalifikační práce. Souhlasím dále s tím, aby toutéž elektronickou cestou byly v souladu s uvedeným ustanovením zákona č. 111/1998 Sb. zveřejněny posudky školitele a oponentů práce i záznam o průběhu a výsledku obhajoby kvalifikační práce. Rovněž souhlasím s porovnáním textu mé kvalifikační práce s databází kvalifikačních prací Theses.cz provozovanou Národním registrem vysokoškolských kvalifikačních prací a systémem na odhalování plagiátů.

V Českých Budějovicích dne 2. 1. 2020

.....
Bc. Michaela Bartušová

Poděkování

Tímto bych chtěla velmi poděkovat vedoucí mé diplomové práce doc. PhDr. Lucii Betákové, MA, Ph.D. za odborné vedení, ochotu, vstřícnost a cenné rady. Poděkování patří také ředitelům základních škol a gymnázia, kteří mi umožnili hospitace na školách uskutečnit. Děkuji rovněž pozorovaným učitelům, kteří byli velmi ochotní a dovolili mi zúčastnit se jejich hodin.

Anotace

Tato diplomová práce se zabývá výukou a následným testováním slovní zásoby na druhém stupni základních škol. Práce je tradičně rozdělena na část teoretickou a praktickou. Stěžejní část teoretického úvodu je založena na popisu vyučovacích metod používaných při výuce cizojazyčné slovní zásoby, které musejí zahrnout všechny aspekty slovní zásoby - tedy význam, formu a užití. Kromě různých metod prezentace slovní zásoby se práce věnuje vhodným metodám procvičování a následnému testování slovní zásoby.

Praktická část je založena na pozorování hodin anglického jazyka na základních školách. Kromě pozorování je ještě použita metoda rozhovoru se všemi pozorovanými učiteli, ve kterém diplomantka zjišťuje, jaké metody učitelé používají pro výuku a testování slovní zásoby. Diplomantka zjišťuje, jaké metody výuky a procvičování slovní zásoby se skutečně využívají v praxi. Výzkum dále zahrnuje testování naučeného lexika a zjišťuje, jaké metody testování znalostí slovní zásoby učitelé nejčastěji používají. Na základě provedeného výzkumu diplomantka zhodnotí, jestli učitelé skutečně používají takové metody, které vedou ke schopnosti žáků použít naučenou slovní zásobu k efektivní komunikaci.

Abstract

This diploma thesis deals with vocabulary teaching and subsequent vocabulary testing at lower secondary school level. The thesis is traditionally divided into theoretical and practical parts. The main part of the theoretical introduction is devoted to the description of teaching methods used in teaching foreign language vocabulary, which must include all aspects of vocabulary - meaning, form and use. In addition to various methods of vocabulary presentation, the thesis deals with appropriate methods of vocabulary practicing and subsequent vocabulary testing.

The practical part is based on observation of English lessons at primary schools. In addition to the observation, a method of interview done with all the observed teachers is also used, in which the student finds out which methods the teachers use for teaching and testing vocabulary. The student finds out which methods of vocabulary teaching and practicing are actually used in practice. The research also includes testing the learned vocabulary and finds out which methods of testing the vocabulary knowledge teachers use most often.

On the basis of the research the diploma thesis evaluates whether teachers actually use such methods that lead to pupils' ability to use the learned vocabulary for an effective communication.

Contents

1	Introduction.....	1
I.	Theoretical Part.....	2
2	Vocabulary and Its Importance.....	2
3	Vocabulary and Its Components.....	6
3.1	Words.....	6
3.2	Larger Lexical Items.....	7
4	Vocabulary Teaching.....	9
4.1	Size of Vocabulary.....	9
4.2	Selection of Vocabulary.....	10
4.2.1	Criteria for Vocabulary Selection.....	11
4.3	Aspects of Vocabulary.....	13
4.4	Organization of Vocabulary.....	15
5	Teaching Vocabulary.....	18
5.1	Presentation.....	18
5.1.1	Presentation of Meaning.....	19
5.1.2	Presentation of Form.....	21
5.2	Usage.....	22
5.3	Practice.....	23
6	Vocabulary Testing.....	27
6.1	Assessment.....	27
6.2	Testing.....	27
6.3	Criteria of a Good Test.....	28
6.3.1	Validity.....	28
6.3.2	Reliability.....	28
6.3.3	Practicality.....	28
6.3.4	Authenticity.....	29
6.3.5	Objectivity.....	29
6.3.6	Discrimination.....	29
6.3.7	Interactiveness.....	29
6.3.8	Washback.....	30

6.4	Types of Tests	30
6.5	Reasons for Testing	35
6.6	Most Useful Techniques for Vocabulary Testing	37
6.7	Construction of a Test	38
II. Practical Part		40
7	Introduction	40
8	Teacher 1	41
8.1	The Observation	41
8.1.1	The School	41
8.1.2	The Teacher	41
8.1.3	The Eighth Class	41
8.1.4	The Stage of Presentation	41
8.1.5	The Stage of Usage and Practice	42
8.1.6	The Sixth Class	43
8.1.7	The Stage of Presentation	44
8.1.8	The Stage of Usage and Practice	44
8.1.9	The Seventh Class.....	45
8.1.10	The Stage of Presentation	45
8.1.11	The Stage of Usage and Practice	46
8.2	The Interview	46
8.2.1	Vocabulary Selection.....	46
8.2.2	Crucial Aspects of Vocabulary Presentation	46
8.2.3	Vocabulary Presentation Methods	47
8.2.4	Vocabulary Practice Methods	47
8.2.5	Vocabulary Testing Methods.....	47
8.2.6	Aspects Focused on During Vocabulary Testing.....	47
8.2.7	Tasks Used in Vocabulary Tests.....	47
9	Teacher 2	49
9.1	The Observation	49
9.1.1	The School	49
9.1.2	The Teacher	49
9.1.3	The Seventh Class.....	49
9.1.4	The Stage of Presentation	50

9.1.5	The Stage of Usage and Practice	50
9.2	The interview	51
9.2.1	Vocabulary Selection	51
9.2.2	Crucial Aspects of Vocabulary Presentation	51
9.2.3	Vocabulary Presentation Methods	51
9.2.4	Vocabulary Practice Methods	52
9.2.5	Vocabulary Testing Methods	52
9.2.6	Aspects Focused on During Vocabulary Testing	52
9.2.7	Tasks Used in Vocabulary Tests	52
10	Teacher 3	54
10.1	The Observation	54
10.1.1	The School	54
10.1.2	The Teacher	54
10.1.3	The Eighth Class	54
10.1.4	The Stage of Presentation	54
10.1.5	The Stage of Usage and Practice	55
10.2	The Interview	56
10.2.1	Vocabulary Selection	56
10.2.2	Crucial Aspects of Vocabulary Presentation	56
10.2.3	Vocabulary Presentation Methods	56
10.2.4	Vocabulary Practice Methods	56
10.2.5	Vocabulary Testing Methods	56
10.2.6	Aspects Focused on During Vocabulary Testing	57
10.2.7	Tasks Used in Vocabulary Tests	57
11	Teacher 4	58
11.1	The Observation	58
11.1.1	The School	58
11.1.2	The Teacher	58
11.1.3	The First Grade of the Eight-Year Grammar School	58
11.1.4	The Stage of Presentation	58
11.1.5	The Stage of Usage and Practice	59
11.1.6	The Stage of Presentation	59
11.1.7	The Stage of Usage and Practice	59

11.2	The Interview	60
11.2.1	Vocabulary Selection	60
11.2.2	Crucial Aspects of Vocabulary Presentation	60
11.2.3	Vocabulary Presentation Methods	60
11.2.4	Vocabulary Practice Methods	60
11.2.5	Vocabulary Testing Methods	61
11.2.6	Aspects Focused on During Vocabulary Testing.....	61
11.2.7	Tasks Used in Vocabulary Tests.....	61
12	Teacher 5.....	62
12.1	The Observation.....	62
12.1.1	The School	62
12.1.2	The Teacher	62
12.1.3	The Seventh Class.....	62
12.1.4	The Stage of Presentation	62
12.1.5	The Stage of Usage and Practice	63
12.1.6	The Ninth Class.....	63
12.1.7	The Stage of Presentation	63
12.1.8	The Stage of Usage and Practice	64
12.1.9	The Stage of Presentation	64
12.1.10	The Stage of Usage and Practice	64
12.2	The Interview	65
12.2.1	Vocabulary Selection.....	65
12.2.2	Crucial Aspects of Vocabulary Presentation	65
12.2.3	Vocabulary Presentation Methods	66
12.2.4	Vocabulary Practice Methods	66
12.2.5	Vocabulary Testing Methods.....	66
12.2.6	Aspects Focused on During Vocabulary Testing.....	66
12.2.7	Tasks Used in Vocabulary Tests.....	67
13	Teacher 6.....	68
13.1	The Observation.....	68
13.1.1	The School	68
13.1.2	The Teacher	68
13.1.3	The Seventh Class.....	68

13.1.4	The Stage of Presentation	68
13.1.5	The Stage of Usage and Practice	69
13.1.6	The Stage of Presentation	69
13.1.7	The Stage of Usage and Practice	70
13.2	The Interview	70
13.2.1	Vocabulary Selection	70
13.2.2	Crucial Aspects of Vocabulary Presentation	71
13.2.3	Vocabulary Presentation Methods	71
13.2.4	Vocabulary Practice Methods	71
13.2.5	Vocabulary Testing Methods	72
13.2.6	Aspects Focused on During Vocabulary Testing	72
13.2.7	Tasks Used in Vocabulary Tests	72
14	Teacher 7.....	73
14.1	The Observation.....	73
14.1.1	The School	73
14.1.2	The Teacher	73
14.1.3	The Sixth Class	73
14.1.4	The Stage of Presentation	74
14.1.5	The Stage of Usage and Practice	75
14.2	The Interview	75
14.2.1	Vocabulary Selection	75
14.2.2	Crucial Aspects of Vocabulary Presentation	75
14.2.3	Vocabulary Presentation Methods	75
14.2.4	Vocabulary Practice Methods	76
14.2.5	Vocabulary Testing Methods	76
14.2.6	Aspects Focused on During Vocabulary Testing	76
14.2.7	Tasks Used in Vocabulary Tests	76
15	The Observations Summaries.....	77
16	The Observations Results.....	81
16.1	Selection of Vocabulary.....	82
16.2	Aspects of Vocabulary	83
16.3	Organisation of Vocabulary.....	83
16.4	Vocabulary Teaching.....	83

16.4.1	Presentation of Meaning	84
16.4.2	Presentation of Form	85
16.4.3	Usage.....	85
16.4.4	Practice.....	86
16.5	Vocabulary Testing.....	87
16.5.1	The Way of Testing	87
16.5.2	Aspects Focused on During Testing	88
16.5.3	Tasks Used in Tests	88
16.5.4	Criteria of a Good Tests.....	89
17	Conclusion	90
18	Resumé.....	94
	Bibliography	97
	Online Sources.....	100
	List of Tables	101

1 Introduction

The diploma thesis *Teaching and Testing Vocabulary (at Lower Secondary School Level)* deals with the issue of the vocabulary teaching process and the subsequent stage of vocabulary testing.

Vocabulary is considered one of the most important components of a language. This thesis explores how the process of vocabulary teaching should be done and how it is done in reality among teachers of lower secondary school level.

The thesis can also serve as a kind of help for English teachers who are going to teach vocabulary in their classes as it provides them with a detailed description of all steps included in the process of vocabulary teaching starting with the selection of vocabulary items and ending with a vocabulary test construction.

The diploma thesis is divided into two parts – the theoretical part that deals with the detailed description of vocabulary teaching process and the practical part that is based on observation of English classes at lower secondary school level. The observation focuses on methods the teachers use for vocabulary presentation, practice and testing.

The initial part of the thesis is devoted to the explanation of vocabulary importance in a language and to the description of what vocabulary is composed of. The first half of the theoretical part also deals with all stages of the vocabulary teaching process starting with the stage before teaching itself where the size of vocabulary that should be learned, selection of vocabulary to be learned, all aspects of vocabulary that should be covered and organization of vocabulary to be learned are described. The process of vocabulary teaching is described in three stages concerning the stage of presentation, usage and practice. The rest of the theoretical part of the thesis is devoted to vocabulary testing describing criteria of a good test, different types of existing tests, reasons for testing and most importantly techniques and types of tasks that are used for testing vocabulary. In the end, the manual of creating a vocabulary test is described.

The practical part is devoted to observations of vocabulary teaching and testing methods that are used among teachers of lower secondary school level. The observation done is subsequently completed with an interview with teachers that brought more complex information about their teaching and testing techniques.

I. Theoretical Part

2 Vocabulary and Its Importance

'If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh'. (Harmer, 1991:153)

This sentence used by Harmer in his book truly stresses the importance of vocabulary in a language. Thornbury (2002) expresses the idea that the first language that emerges is formed by simple words. When we were born, the first thing we learned to be able to communicate were words. The idea mainly is that with words we are able to say almost anything.

McCarthy (1990) shares Thornbury's (2002) opinion by alleging that it is vocabulary that is the largest and the most important part of a language because it does not matter how perfectly the grammar and the pronunciation are mastered by a student if the student does not have enough vocabulary to express what he/she wishes to express. Simply said, without words, no one is able to communicate at a meaningful level in a foreign language.

Read (2000) states that for native speakers, childhood is the crucial period during which the great number of words is learned. This knowledge then grows continually further in their lives by getting to know the world around them. Every new experience, discovery, change in society encourages further development of one's vocabulary.

What Read (2000) also points out is that the acquisition of vocabulary differs, however, with learners of a foreign language who learn the new words deliberately and with bigger difficulties. Learners almost exclusively consider their knowledge of the target language not sufficient, encountering many difficulties with expressing their ideas adequately to how they would express them in their mother tongue. But this, of course, depends on the method of vocabulary learning as many of which try to make the process of learning unconscious, natural and without difficulties.

Harmer (1991) describes the vocabulary knowledge of native speakers with saying that the knowledge which of course differs (because people reached different levels of education etc.) includes knowledge of both, literal and figurative meaning which means that the natives know the original meaning of a word that can be found in dictionaries (i.e. the literal meaning) as well as some subtleties of this meaning used in metaphors or exaggerations

(i.e. the figurative meaning). The vocabulary knowledge includes also the knowledge of a conceptual meaning (e.g. which of the words with the same meaning to use in certain situations); the understanding of grammatical functions of words and the awareness of changes in meanings over some time.

On the other hand, the learner of the language needs to grasp the meaning of words (even if the learners are shown the figurative meanings, mainly the literal meaning is taught because the figurative language is in many cases a matter of a particular language and therefore very difficult for learners to understand) and the usage of words in context.

Many authors such as Read (2000) or Harmer (1991) share the idea that a lot of people consider learning a language long lists of vocabulary to be memorized every day believing that they will master the language. Not only this method lacks the ability to use the words in context, but it is either not enough to master the target language. Although I mentioned that vocabulary is the most important part of any language, language knowledge includes more. Read (2000) writes about the fact that not only do the learners need to know the vocabulary of the target language, but they also need to have a knowledge of grammar, phonetics and phonology and spelling.

This shows that vocabulary is, even if essential, still a minor component of a language and if the learner wants to master the language (not only to handle the language on the communicative level) he/she has to except vocabulary handle also other components of a language.

This idea is presented by several authors among whom for example Nation (2001) or Bachman and Palmer (1996) belong.

Nation (2001:1) characterizes learning vocabulary as '*only part of a language development programme*'. He explains that learning vocabulary is only a minor goal among all goals that are important for language acquisition.

In their book, Bachman and Palmer (1996) also support the fact that vocabulary is a minor component of a language. They characterize language knowledge as composed of several areas with vocabulary being a minor component.

Council of Europe (2001) presents a global scale of reference levels describing what a learner has to deal with to be able to communicate a language on a certain level. These referential levels are described in terms of language skills, not language elements among which vocabulary belongs.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

In the Framework Education Programme for Elementary Education we can also see that simply to know vocabulary of a language is not enough to know the language.

Stage 1

RECEPTIVE, PRODUCTIVE AND INTERACTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 1

The pupil shall:

- *pronounce and read with correct pronunciation in an appropriate vocabulary range*
- *understand simple directions and sentences and react to them adequately*
- *distinguish between the written and spoken forms of a word*
- *understand the content and meaning of a simple, slow and carefully pronounced conversation between two people with sufficient time for understanding*
- *use an alphabetical glossary in a textbook*

RECEPTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 2

The pupil shall:

- *understand familiar words and simple sentences related to the topics being studied*
- *understand the content and meaning of simple authentic materials (magazines, graphic and audio materials) and use them in his/her work*
- *read simple texts containing familiar vocabulary aloud fluently and respecting the rules of pronunciation*
- *find necessary information in a simple text and create an answer to a question*
- *use a bilingual dictionary*

PRODUCTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 2

The pupil shall:

- *create a simple written message, short text and response to a message using correct grammar and form; fill his/her basic personal data in forms*
- *reproduce, both orally and in writing, the content of a text of appropriate difficulty and a simple conversation*
- *modify short texts while preserving their meaning*

INTERACTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 2

The pupil shall:

- *participate actively in a simple conversation, greet and say good-bye to both an adult and a friend; provide the information required*

Stage 2

RECEPTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

- *read texts of appropriate length aloud fluently and respecting the rules of pronunciation*
- *understand the content of simple texts in textbooks and of authentic materials using visual aids; find familiar expressions, phrases and answers to questions in texts*
- *understand simple and clearly articulated utterance and conversation*
- *infer a likely meaning of new words from the context*
- *use a bilingual dictionary, find information or the meaning of a word in a suitable explanatory monolingual dictionary*

PRODUCTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

- *create a simple (both oral and written) expression concerned with a situation related to family and school life and other thematic areas being studied*
- *create simple sentences and short texts and modify them in writing using correct grammar*
- *retell briefly the content of a text, utterance as well as conversation of suitable difficulty*
- *request simple information*

INTERACTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

- *make himself/herself understood in a simple manner in common everyday situations*

Despite vocabulary's importance for an adequate conversation, for full acquisition and mastering the target language, there are many more components in the knowledge of the language as indicated in the two tables.

Even if this diploma thesis deals only with the component of vocabulary, it is important to remember that the other components should not be ignored in the process of language acquisition.

3 Vocabulary and Its Components

In the Cambridge Dictionary, we can find the definition of vocabulary explaining that vocabulary is all the words of a specific language.

As Read (2000) points out, people have a big tendency to consider vocabulary as a bunch of individual words with their meanings as we can find in dictionaries. We have to realize that the concept of vocabulary is something more than just individual words.

Read (2000) suggests that the vocabulary of a particular language includes individual words and also larger lexical items.

3.1 Words

As I mentioned before, a big part of the vocabulary of a particular language consists of individual words. To be able to say how many individual words are there in a language, I have to at first further distinguish between tokens, types, lemmas, and word families because there exist more ways how to decide which words will be counted.

Tokens

Nation (2001) states that if we decide to count every single word in a text (either spoken or written) even if the word occurs multiple times in the same form, we are talking about tokens. Similarly, Read (2000) defines tokens as individual words, saying that if we have a sentence, the number of individual words equals the number of tokens. It is, for example, a case of a school leaving exam and its written part where students ought to write a particular number of words in their compositions. Every word counts in this case, so we are talking about tokens.

Types

Nation (2001) alleges that on the other hand, not counting words that occur more than once stands for counting word types. It means that the number of individual words in a sentence does not have to be the same as the number of word types because words that occur multiple times are counted only once.

Lemmas

In the case of lemmas, Read (2000) alleges that we are counting only headwords or so-called base forms. It means that all inflected forms of one base word are counted as one word. Read (2000:19) explains the issue of lemmas on the example of the word *leak* saying that all inflected forms of the word *leak* such as *leaks*, *leaking* and *leak* count as one word.

According to Read (2000:19), in many cases, base words can have a lot of different derived forms, not only inflectional endings. These derived forms are caused by adding prefixes or suffixes to the base word and they frequently alter the part of speech and add a new component to the original meaning. Read shows it on the same example of the word *leak* and its derivatives: *leaky*, *leakiness*, *leakage* and *leaker*.

Nation (2001) comes to the conclusion that a base word, its derivatives and its inflected forms are called the word family.

Also, Thornbury has given a good example of a base word *understand* whose further family members are: *understands*, *understanding*, *understood*, *understandable*, *misunderstand*, *misunderstood*. (Thornbury 2002:4-5) Thornbury (2002) is presenting an idea that if we talk about the person's vocabulary meaning how many words the person knows, it is more adequate to talk about the number of word families rather than about the number of individual words.

This information is important mainly because the number of words in the language that I will discuss later is counted, as well, as the number of word families.

3.2 Larger Lexical Items

By larger lexical items I mean items that are composed of more than one word. Read (2000:21-22) is listing phrasal verbs (e.g. *move out*, *put up with*), compound nouns (e.g. *personal computer*, *firefighter*) and idioms (*let the cat out of the bag*).

McCarthy (1990:8-12) is adding also binomials (*fish and chips*, *wine and dine*), trinomials (*ready willing and able*) and collocations (fixed multi-word units that frequently occur together) on that list as parts of one's vocabulary.

According to Read (2000), the meaning of these larger lexical items is opaque signifying that the meaning of the whole item is not the same as the meaning of its individual

constituents. This is also the reason why larger lexical items present such a difficulty for a foreign language learner.

4 Vocabulary Teaching

According to McCarthy (1990), it is a common practice of many teachers not to concern too much about putting together a list of vocabulary their students should acquire. This obligation is often done by someone else. For example, by a leader of a language course or by student's books where lists of vocabulary are attached. However, it is appropriate teachers care more about the vocabulary selection. Gairns and Redman (1986) claim that in the language courses or in schools, the teacher is the one who is responsible for the choice of vocabulary his/her students will learn. The teacher has to be well aware of how complex and how useful the chosen words are.

The teacher's task, therefore, is not easy and he/she has to resolve two questions: How much vocabulary should learners know? and Which vocabulary should be taught and learned.

4.1 Size of Vocabulary

The question How much vocabulary should learners know is in the focus of Nation (2001) who is writing about three items of information existing that could help us decide about the amount of the vocabulary intended to be taught. These three items of information are: how many words are there in the language; how many words the native speakers know and how many words are necessary for being able to use the language.

According to Thornbury (2002:20), it is very difficult to count all words included in a language and many dictionaries differ in the number of entries but for example, one of the biggest English dictionaries, Oxford English dictionary prides with a list containing approximately half a million of words but certainly, even native speakers do not know all of them.

According to Thornbury (2002), the vocabulary size of a native speaker who acquired an education is roughly 20 000 word families. It is supposed that by the age of five, people have already learned around 5 000 words and every year they will add 1 000 more to their vocabulary. This is the way the number 20 000 was established as the number of word families known by natives.

Nation (2001:9) declares that '*a relatively small amount of well-chosen vocabulary can allow learner to do a lot*'.

The most frequently stated number of word families that a foreign language learner should know to be able to communicate on a basic level is 2 000. According to Schmitt (2000), this amount of vocabulary allows learners a basic conversation.

Now I will move to the question of which vocabulary should be chosen among the stated 2 000.

4.2 Selection of Vocabulary

Nation (2001) claims that among most texts for adults, we can make out four kinds of vocabulary: high-frequency words; academic words; technical words; low-frequency words.

High-frequency words, the words that occur in either written or spoken texts the most often include both, function words and content words.

Function words are words with no lexical meaning whose function is only grammatical (e.g. articles, conjunctions, prepositions, etc.). Content words, on the other hand, are words with full lexical meaning (nouns, verbs, adjectives, etc.). Words belonging to the category of high-frequency words emerge so often, that they cover approximately 80% of words in texts. Contrarily, academic words which mainly occur in texts with academic purposes make up only 9% of all words in texts. Far less, only 5% of words of texts are made up of technical words which are words used in special areas such as medicine, business etc. The biggest group of all existing words is low-frequency words. Nation (2001:11-13) states that thousands of low-frequency words exist in a language.

As I mentioned before, the core vocabulary, as Thornbury (2002:21) calls it is 2 000 word families. This number is being mentioned as satisfactory for most of the situations (either whether the learner wants to learn the language for the summer holiday or for studies abroad). It is the number that is enough for native speakers to communicate on a daily level. Thornbury states that a passive knowledge of 2 000 most frequent words in English would provide the reader with familiarity with nearly nine out of every ten words in most written texts. According to Thornbury (2002), it was also found out that 100 most frequent words exist which cover almost half of all texts. These words include mostly functional words such as determiners, conjunctions, prepositions etc.

Thornbury (2002) also alleges that recently, the border 2 000 words has been moved to a minimum of 3 000 word families and 5 000 words families for learners with some special demands. For example, Allen (1983) states that knowledge of less than 3 000 words is enough for the learner to be able to communicate both, orally or in the written form.

4.2.1 Criteria for Vocabulary Selection

1. Frequency

The frequency of occurrence, as I mentioned before is one of the most important factors that play a role in deciding which vocabulary will be taught. As I implied, the core vocabulary consisting of at least 2 000 word families should be composed of the most frequently used words.

Gairns and Redman (1986:58) write that as a help for teachers there exist several lists of the most frequent words in English, however, it is highly recommended to consider other criteria of selection and to create own lists of vocabulary. As support, *General Service List of English Words* is often referred to as one of the most famous frequency lists which includes 2 000 most frequent English words.

2. Coverage

Harmer (1991:154) is talking about another criterion that is important to take into consideration while selecting vocabulary and it is the coverage. It means that teachers should prioritize the words that have wider meaning before those which are too specific. He is explaining this criterion on the example of the word *book* which is being taught earlier than for example *exercise book* or *textbook* because its coverage is wider.

3. Cultural factors

Gairns and Redman (1986:59) are pointing out that in the selection of vocabulary also some cultural interests of the learner's culturally close concepts should be considered because for the learner these words are important. The vocabulary should include words naming things around the learner. It is vocabulary describing learner's culture. For example, for Czech learners of English, words of nature such as wood, pond, river etc. belong among important words and therefore should be selected for teaching.

4. Needs

Thornbury (2002) points out that of course the requirements of the learner play a vital role. It depends whether the learner only wants to know the language to be able to communicate during his/her summer holiday or he/she is going to study or work abroad. Gairns and Redman (1986) agree that there should be a difference between vocabulary selection

for technical experts and for learners who just want to use the target language while travelling.

5. Level

Gairns and Redman (1986) alleges that undoubtedly, the level of learner's language knowledge has to be taken into consideration. The teacher has to know whether his/her learners are at the beginner or more advanced level and adjust the vocabulary selection to it. Surely, learners with a lower level of the language are able to learn more advanced vocabulary but it is the motivation that plays a crucial role here.

6. Expediency

Gairns and Redman (1986: 62-64) are discussing another important factor which is expediency. The term expediency can be understood as classroom English, the vocabulary that is important to know to be able to work in class. In the classroom, the learners repeatedly encounter situations during which they have to learn certain vocabulary in order to be able to understand either the tasks in their books, terminology connected with grammar, teacher's instruction or vocabulary necessary for asking and getting information (*true/falls; tick/cross; repeat; explain; etc.*).

7. Concreteness

Harmer (1991) describes the most basic principle according to which, while teaching vocabulary, the teachers should begin with the most concrete words and continually move to less concrete, abstract words. This is the reason why one of the first words that English learners learn are words connected with school and classroom because these things are all around them and they can directly see them and touch them, which helps a lot. Also, Allen (1983) agrees that senses such as touch, smell, sight, and taste are important for better and easier words' acquisition.

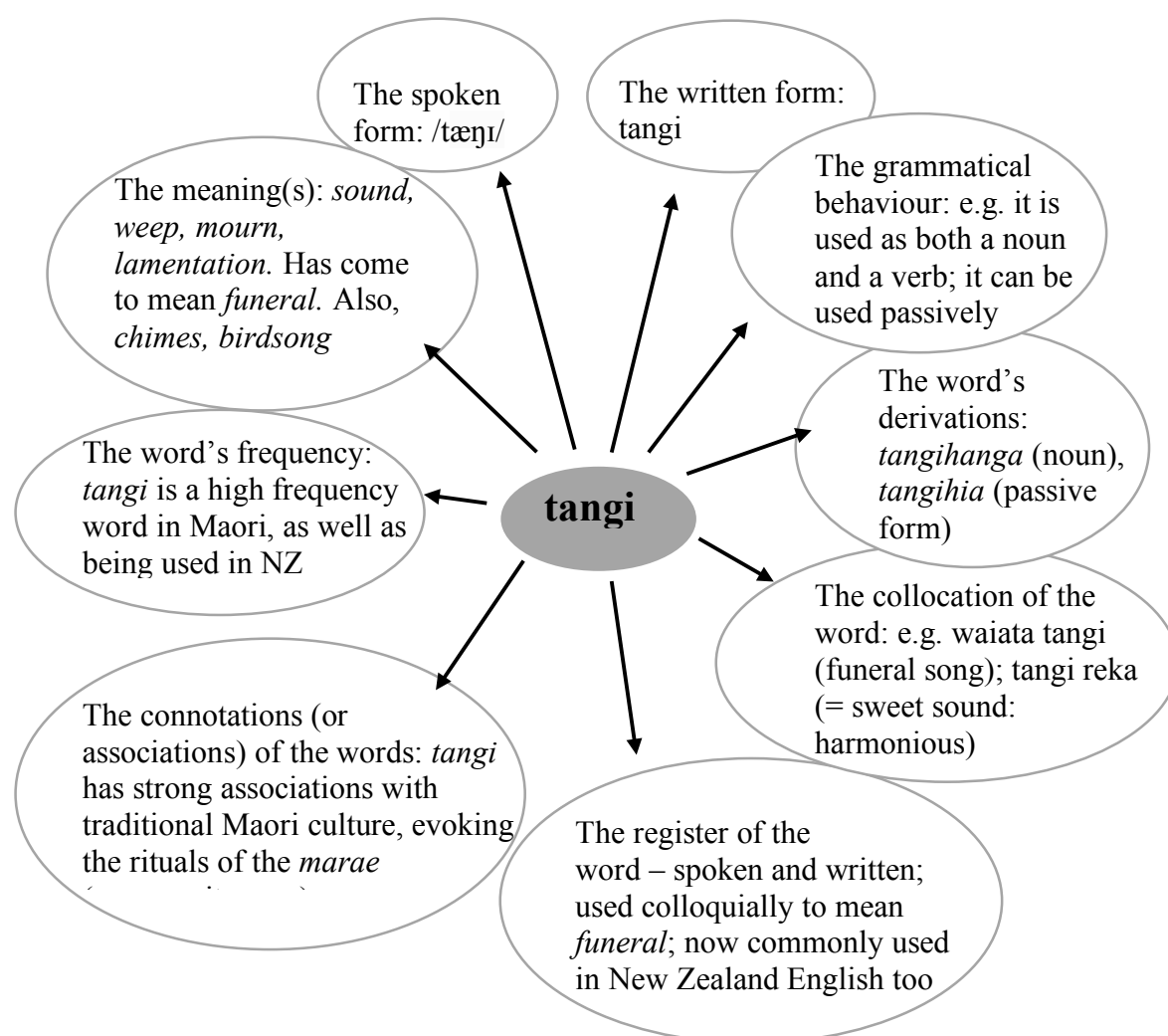
Allen (1983:108) suggests that teachers should choose such words with which the learners could talk and write about things that are close to them. So, for example about their family, about their home, hobbies etc. Also, the learners should know the words included in teacher's commands and instructions and the words that are connected with their interests about their career (e.g. vocabulary connected with science, medicine, etc.).

4.3 Aspects of Vocabulary

In this chapter, aspects of vocabulary (what is involved in word knowledge and which aspects to teach) will be discussed.

In his work, Thornbury (2002) deals with what the knowledge of words includes, in another way, what knowing a word means.

As an example, he is using a word *tangi* which is a word of Maori. Thornbury (2002:16) is presenting a scheme to illustrate components of which are included in knowing the word *tangi* fully.



(Thornbury 2002:16)

According to Thornbury (2002), this knowledge is so extensive that even a native speaker of Maori does not have to be aware of all these aspects.

Thus, he comes with an opinion that at the most fundamental stage, to know a word means to know the word's form (written and spoken) and the meaning.

However, he claims that to know the meaning of a word involves much more than just to know its meaning in a dictionary. The knowledge of the word's meaning is tight up with at least marginal knowledge of the word's grammar. This means that together with the dictionary meaning, the learner should also know which most frequent collocations the word creates as well as its connotative meaning (e.g. whether the word is used in a formal or informal language and ideas or impressions that people may associate with that particular word when they hear or read it).

Harmer (1991: 156-157) lists these components as being included in a knowledge of a word: meaning (in the case of meaning, Harmer is primarily stressing the possibility of multiple meanings and the importance of learners to be aware of this fact); word use (i.e. that learners have to realize that word meanings can change in different contexts, idioms, and metaphors); word formation (i.e. to know the spelling and the pronunciation and to realize that words can be twisted and therefore can have different grammatical functions); word grammar (i.e. to know which grammatical pattern the word involves).

Nation (2001:27), except for introducing the form, the meaning and the use as three aspects of knowing a word, also draws attention to the differentiation between receptiveness and productiveness on the level of the word's knowledge. Nation (2001) states that while the receptive knowledge of words stands for being able to comprehend the word (i.e. to be aware of the form of the word and to understand its meaning), the productive knowledge signifies the ability to convey it (to produce the correct written or spoken form and to communicate the word's meaning while speaking or writing).

According to Nation (2001:26), on the receptive level of knowing words, the knowledge includes these: to be able to recognize the spoken form (to discern the word while listening); to be able to recognize the written form while reading; to perceive that the word is composed of some parts (e.g. prefixes and suffixes); to understand the word's meaning; to understand the word's meaning in a specific context; to realize the word's most frequent collocations; and to be able to perceive that some related words (synonyms or words from the same word family) exist.

Nation (2001:28) further states that on the productive level, the word's knowledge includes: to be able to pronounce and write the word correctly; to be able to use the word to express the meaning; to be able to use the word in various contexts; to be able to present

words with similar and opposite meanings, most frequent collocations; and to be able to consider the register of the word.

These aspects of knowing a word on the receptive and productive levels are clearly arranged in the table presented by Nation (2001:27).

What is involved in knowing a word (Nation 2001:27)

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

4.4 Organization of Vocabulary

Even after a teacher decided about the list of vocabulary his/her students will learn, he/she also has to decide how many words will be taught in each lesson.

If we do not count the words that are learned unpurposely in a class, for example during a discussion, reading or listening and concern only with those that are formally taught, Nation (2001) claims that the amount of vocabulary taught during one lesson depends on several factors. The first factor that needs to be taken into consideration is a learner's level of a language (i.e. whether he/she is on a beginner, intermediate or advanced level), also the possibility of familiarity with the vocabulary (in some cases, it is very likely that learners have already known some words e.g. animals, food, etc.) or how difficult could the new word be for learners to learn.

Nation (2001) writes that textbooks in most cases stick with the rule that learners should learn about 12 words during one lesson. In my opinion, this number is quite high and I agree with the opinion of Gairns and Redman (1986) who in determining the number of words taught in a single lesson differ between beginners and advanced learners. They suggest that for beginner learners the number of eight words is a maximum while for advanced learners it is suggested to acquire 12 words during a single lesson. A very interesting finding is described by Thornbury (2002) who alleges that such teaching methods as suggestopedia or accelerated learning enable a learner to retain a massive amount of vocabulary containing hundreds of words in a session.

The selected vocabulary should not be presented randomly but the attention to grouping words should be paid. One and perhaps the most frequent way of grouping vocabulary items that is presented by Gairns and Redman (1986) is according to semantic fields. Semantic fields are sets of words related to semantic meaning. According to Gairns and Redman (1986:69-71), these semantic fields further divide into several types, for example items related by topic (for example food, furniture, etc.), items with similar meaning (e.g. pretty, lovely, attractive), items which create 'pairs' (those can be opposites such as pretty/ugly or synonyms such as lend/borrow) or items grouped by difficulty they are causing either phonological or spelling (menu, pie, recipe, vegetable, etc.).

The topic of organising vocabulary was also explored by McCarthy (1990) who lists several ways of vocabulary organisation as well. McCarthy (1990:102) presents more or less the same ways that can become frameworks for the presentation of vocabulary. He talks about the topic, meaning, form and contextual relations as possible frameworks for vocabulary presentation. As in the case of Gairns and Redman, McCarthy (1990) by listing meaning as a framework means that the teacher is grouping connected words. If a teacher groups words according to meaning, it means that he/she is presenting words as synonyms and antonyms. A teacher can also use a form as a way of grouping words,

meaning that he/she presents derived forms of words. By contextual relations McCarthy (1990:103) means presenting all possibilities how to express a word starting with formal way and ending with slang (e.g. complain, grumble, grouse, moan, bellyache).

For me, the best way of grouping words that are to be taught and also probably the most frequent way of grouping words in course books is grouping words related by topic. On the other hand, grouping words according to the contextual relations is in my opinion intended for advanced learners who need to acquire more ways how to express what they want to express appropriately in different situations.

5 Teaching Vocabulary

This chapter deals with the procedure of vocabulary teaching and its particular phases. Nation (2001) defines the procedure as a set of precisely defined steps that lead to a fulfilment of a learning goal, which in the case of vocabulary teaching is covering all aspects of knowing a word.

Janíková (2005:98) lists these five steps: presentation, semantization, practice, revision, application, and testing. To me, Janíková's procedure including these steps does not seem so appropriate. In my opinion, a better list of steps included in the vocabulary teaching procedure is presented by Allen (1983) who talks about only three steps. As well as in the case of Janíková, the first step is the presentation of a word. After the presentation that involves both, the presentation of meaning and a form there comes the second step which is learner's using the new word. The last step is the practice of the newly learned word. This procedure covers all three aspects of knowing a word according to Nation (2001) which are meaning, form and use.

5.1 Presentation

The step of the presentation includes the presentation of a word's meaning as well as its form where both, the spoken and the written form are introduced. Allen (1983) states that the first phase in the step of the presentation should be presenting the meaning. On the other hand, Janíková's (2005) opinion is to present the form first, in her case, the spoken form.

However, many other authors such as McCarthy (1990) present the opinion that it does not matter whether the form or the meaning is presented as first. Thornbury (2002) does not explicitly say that only the 'meaning first' model is possible, actually, he admits that both models are possible but he tends to incline to the 'meaning first' model as well as Allen. According to Thornbury (2002), the 'meaning first' model is, for example, the case when the teacher holds a pen (the meaning) and then he/she says what it is (the form). The case of 'form first' presentation is a case when the teacher says 'pen' multiple times, let the students repeat the word and then show it to them. He points out that when the meaning is presented before the form, the need for the form is created among the learners and therefore this model is more effective and memorable.

In my opinion, it is not easy to say which of the two should be presented first as it depends on the situation. Sometimes it is appropriate to present the form first as well as at some cases it can be more useful to present the meaning first. The teacher should definitely consider

whether there is a chance that learners could know the word. If so, the model 'form first' can be alternated with the other one. However, what I perceive as more important is the rule presented by Thornbury (2002) saying that the gap between presenting the meaning and the form should not be too long. By this rule he means that the longer is the gap, the bigger is a possibility that a mental connection between the meaning and the form will not be made by a learner.

5.1.1 Presentation of Meaning

As a framework for classification of meaning presentation methods, I decided to use the one presented by Janíková (2005).

Janíková (2005) presents probably the most general division of meaning presentation methods. She says that in general, the methods can be divided into methods without translation and methods using translation.

1. Methods without translation

In this case, the translation of a new word into the mother tongue is omitted. Methods not using translations can be further divided into non-verbal methods and verbal methods.

a) Non-verbal methods

For Doff (1988), among non-verbal methods (i.e. methods where a teacher does not incorporate words into the process of a meaning presentation) belong: pointing at objects; showing a picture and miming, using actions and facial expressions. Hedge (2000) also highlights the effectivity of using mime and gestures but he also speaks about showing learners a physical demonstration as it also belongs among the most effective methods of the meaning presentation. As well as Doff, Hedge (2000) also mentions the method of using visual aids. Among visual aids, any picture such as cut magazine photographs or blackboard drawing belong.

b) Verbal methods

Watkins (2005) considers teacher's explanation by saying a definition of a newly taught word, using a word in a context and giving examples as types of verbal methods of presenting a word's meaning. Saying a definition of a word means trying to describe the word to learners in order to comprehend the meaning. For example, a teacher can present the meaning of the word *umbrella* by saying: '*it is a thing that we use when it is raining*

to protect us from the rain, we hold it above our heads'. When the word is used in a context, the learners are able to work out the meaning as well. For example, the teacher tries to explain the meaning of the word *umbrella* by saying: *'yesterday, it suddenly started to rain so I opened my new colourful umbrella above my head to protect myself from the rain'*. Another method a teacher can use to present a meaning verbally is to give some examples. For example, when he/she wants to explain the meaning of the word *vegetable* he/she starts to say: *'vegetable is for example carrot, cucumber, potato, tomato, etc.'* Doff (1988) presents his opinion that giving a really good example will assure that the meaning of a word that was unknown is clearly shown. He explains that only to say: *'I am sleepy'* is not enough to explain the word *sleepy*. Some other examples have to be added, as in *'I am sleepy. My eyes are closing. I really want to go to bed and take a nap.'* Ur (1996) lists some other possible strategies falling into this group which are using synonyms and using antonyms to present the meaning.

2. Methods using translation

According to Janíková (2005) except for direct translations of new words into a mother tongue, also warnings about similarities between words of a target language and mother tongue belong into this group of methods. She also lists warnings about similarities between words of a first and second language as members of this group. Watkins (2005) warns that this method is only possible in monolingual classes. Another method that is presented by Hedge (2000) is asking learners to check or look up the meaning in a dictionary.

Most authors state that using visuals is the most effective way of presenting meaning. For Homolová (2011), the idea of teaching vocabulary without using visual aids is almost impossible. She presents an interesting comment that a long time ago, even J. A. Comenius declaimed the importance of pictures in the process of learning and teaching.

Probably, the second-best way is to present some definitions and give examples of a new word. However, according to Ur (1996), if learners are not competent enough to understand the explanation, it is probably more satisfactory to opt for the method of translation into the mother tongue. Ur (1996) also presents his opinion that choosing the meaning presentation method depends on the age of learners as younger learners prefer visual aids while the older prefer more abstract definitions. I do not quite agree with his opinion and I share the one of Homolová (2011) that using visual aids is very helpful and useful for all learners as it helps to remember the meaning of a new word better. The third, probably,

the most effective method is giving examples and Doff (1988) points out that this method is especially suitable when teaching abstract vocabulary (e.g. love, fear, sadness, etc.).

5.1.2 Presentation of Form

In the process of the form presentation both, the spoken form and the written form of a new word need to be presented.

Most authors in whose works I looked for some information about the form presentation pay attention only to the presentation of the spoken form and neglect the written form. The one author of few who talks about the presentation of the written form and introduces probably the most basic method of the written form presentation is Harmer (1991). He describes that a teacher can simply write down the new word on the blackboard and in that way, show the form.

Nation (2001) deals with both by introducing two ways of presenting the form. The first way is that a teacher writes words on the blackboard, pronounces them multiple times and learners repeat the words after the teacher. In the second case, learners are provided with a list of words, read the word aloud and are corrected by the teacher afterward. In both cases, the written form, as well as the spoken form, are provided. Nation (2001) also says that just the written form of a word can be presented through dictations of words and sentences. He presents the idea that one learner could write dictations on the board and be corrected by the teacher. Another technique of written form presentation, according to Nation (2001), is when learners are working in a group with a list of words, trying to find some spelling rules.

In my opinion, these two techniques of the written form presentation would be more suitable as some practice exercises rather than the presentation of something new because especially in the case of dictations, learners could acquire the incorrect spelling from their attempts. I also agree with Thornbury (2002) who claims that learners should be familiar with the spoken form sooner than they will meet the written form because the sound of English words does not match with the spelling all the time.

Ways of presenting the spoken form were described by many authors, one of whom is Thornbury (2002) who introduces three, according to him, crucial methods of the spoken form presentation which are listening drills, oral drills and phonemic script. Listening drills are based on the clear and precise articulation of a word by a teacher several times. This allows learners to perceive the stress pattern and also the syllable structure of a word. The word is then repeated several times by learners (i.e. oral drills). For the first time,

the word is repeated in the chorus and then individually. Thornbury's (2002) opinion is that letting learners a few seconds between hearing the word and their own pronouncing the word is beneficial for being able to hold the word in memory better. Showing the spoken form visually can be done by providing learners with phonemic scripts, so-called phonemic transcriptions. However, this method is only possible if the learners are no strangers to the phonemic alphabet.

5.2 Usage

After the presentation of both, the meaning and the form of a word, the next step in the process of teaching vocabulary is the step of using the presented word. These steps and the way they follow are listed by most authors except Homolová (2011) according to whose opinion, the stage of usage is included in the stage of presentation which is immediately followed by the stage of practice. I personally do not agree with her and share the opinion of the most authors that in the step of presentation only the meaning and the form are presented and after that another step which is the usage itself follows.

According to Nation (2001), this step of the process is very important because, for students, it is necessary to know that the newly learned word is not always used in only one way but contrarily, it can have a variety of different uses. Harmer (1991) adds that this stage provides learners knowledge of the word's metaphorical use, the word's collocations and the stylistic context in which the word appears. Thornbury (2002) alleges his opinion that this step enables to personalise the new word by using it, preferably, in a context that is real and personally close to the students. Nation (2001) also claims that getting through the stage of usage enables students to understand the word when used in new situations and also to use the word creatively in their own language production.

All of this suggests that the stage of usage in the process of vocabulary teaching is indeed very important and therefore teachers should not omit it.

Probably, the most frequent method of getting learners to use the word, discussed by Doff (1988), is answering questions given by a teacher where the newly learned word is included. Doff (1988) who is also discussing the purpose of using the questions points out that the questioning has many benefits. Using questions can be beneficial for both, the teachers as through this method, they can be ensured that the learners really understand the word's meaning and also for students themselves as it provides them variety of examples of the word's use. Moreover, using this method offers learners a chance to practise also other

vocabulary they have already learned. Doff (1988) also alerts that the questions should be simple as well as the answers which should be short. Thornbury (2002:88) points out the importance of the questions being real, which means usable in real conversation. He explains it on the example of the word *waterfall* used in questions. It is much better to ask questions that would be used in a real communication, such as ‘*Have you ever seen a waterfall?*’ than in questions such as ‘*What is a waterfall?*’ in which case we already know the answer.

Except asking questions, also other methods are plentifully used to get learners to use the newly learned word.

For example, according to Doff (1988), it is appropriate to let student create their own questions using the new word. Thornbury (2002) suggests that students could write several true sentences about themselves using the newly learned word or come up with some questions for their classmates. In the case of teaching a set of words (e.g. clothes, food, music genres), an effective method is to ask students to rank the items according to their preferences. A good way of realising collocations of the newly learned word is through so called association network described by Thornbury (2002) in which learners draw a diagram with associative words around the centred new word.

It is of course up to a teacher, which of the methods he or she chooses but the important thing is that he or she does not skip this stage of the vocabulary teaching process.

5.3 Practice

Practice of newly learned vocabulary is the last step in the process of vocabulary teaching. Ur (1996) defines this stage as a drill and improvement of something that has been already learned and consider it as crucial for successful learning. It is simply not enough to learn a new word. Learners need to automatize the knowledge which enables them to comprehend and express the word fluently. In this process of automatization, learners practise the newly gained knowledge by completing exercises and activities suggested by a teacher while he or she is monitoring. After this stage, the learners are autonomous in using the learned word and become more skilled and able to use the word in more creative ways. The opinion of the importance of vocabulary practice is also shared by Watkins (2005) who leans on researches confirming that the success of learning a word depends on how many confrontations with the word a learner had. He points out that it is not enough to practise the newly learned vocabulary in just one lesson, however, it should be practised multiple

times over several lessons. Homolová (2011: 78-79) states that firstly, the learners get through a pattern practice which is controlled drills in which the newly learned vocabulary is used. This phase includes exercises such as command and repetition drills, fill-in drills, substitution drills and transformation or question-answer drills. From these rigidly controlled exercises where students do not have another option but to use the newly learned word, they move to so called guided practice in which only the context is limited. This phase includes exercises and activities such as the information gaps, conversation, etc. Homolová (2011) also highlights that a teacher has to demand correctness during this phase as the attention is paid mainly to the form. Harmer (1991) also warns that teachers should avoid repeating the same activities and exercises after vocabulary teaching as it would become boring and monotonous.

To prevent this and to ensure that the stage of practice will be successful, Ur (1996:21) describes some characteristics of an effective practice. The first point is validity. A valid practice means that learners are really practising what was intended to practise. For example, speaking activities should really practise speaking and not listening to the teacher. The second point that should be noted in order to achieve a good practice is a pre-learning which means that learners should have a quality preparation before the practice. If they are to practise something that was not properly learned the performance will be unsatisfying or not managed at all. Success-orientation is another important point meaning that learners should experience success during the practice. It is therefore up to the teacher to select such activities and exercises during which learners are likely to succeed because successful performances lead to an efficient automatization. It is also important that the practice ought to be for all levels in the class – for both, the less and the more advanced students. Equally important is a teachers' assistance during which he or she should help students to successful completion. The last point necessary to achieve an effective practice is an interest. The activities and exercises during the practice should provoke students to have an interest as boring activities lower motivation and attention of students.

Now, I would like to introduce some most common practice activities that are described by Thornbury (2002:93-105).

1. Decision making tasks

This type of activities is based on students' own decision making and is further divided into three categories. Thornbury (2002) states that more of these types are used to practise a certain word, the better.

The first category is **identifying activities**. The main task in the case of these activities is to find words that are somehow hidden (for example in a text either written or spoken). For instance, students are given a text or listening to a dialogue and their task is to list all items of furniture they see or hear. Another instance of identifying activities are word-searches in which the students have to find out different words.

Another category is **selecting activities**. In the case of these activities, there is a demand of both, recognition of words and the choice amongst them and therefore they are more complicated than identifying activities. This group includes 'the odd one out' tasks in which the students' task is to choose the one word that does not belong to the category presented and open-ended selection tasks (e.g. choose five adjectives to describe your best friend).

Matching activities during which students are demanded to recognize a word and then to match it with something else (which can be a visual image, a synonym or an antonym, a translation or a definition) are very common. Harmer (1991) at first talks about the simplest activity which is matching pictures to words. On the higher level of difficulty, students can be handed a picture, for example, a human body with its parts numbered, and their task is to name the numbered parts (without a clue). He also points out that it is preferable to let students work in groups or pairs during this activity.

During **sorting activities** described by Thornbury (2002) students have to classify words into several categories (which can be known in advance or guessed).

The last type of decision making activities is **ranking and sequencing activities** during which student's task is to decide about the order of some words (e.g. adverbs of frequency) or order words chronologically (e.g. be born, get married, have children, etc.).

2. Production tasks

These activities differ from those of decision making group of activities as they are required to use the word actively in a spoken or a written form. In this group, there are two main categories – completion activities and creation activities. **Completion activities**, also called gap-fills occur in most cases in the written form and are used as test exercises. Their forms can be either closed or open meaning that in the case of closed gap-fills, the students are provided with words as a clue while in open gap-fills, students are working without

or with a minimal help (e.g. the first letter of a word). Among completion activities, also multiple-choice exercises belong. During these, students choose one or more words from an offer as the right answer. The main difference between completion and creation activities is that in completion activities there is always some context given while in the case of **creation activities**, it is up to learners to create a context for given words. Among these activities belong tasks such as writing a short narrative or writing true sentences always with the use of some words given. Of course, creation activities are not only written, but many speaking activities where students have to come up with sentences using some given vocabulary are also frequently used in classes.

3. Games

Of course, vocabulary teaching and learning do not have to be only hard work and this is why it is very preferable to use games at the stage of the vocabulary practice. There is a very strong fun factor in games, that causes words to be more memorable. Thornbury (2002) states that the best games for language teaching are those during which learners are boosted to recall words from their memory because the more often is this done the easier it will be recalled the next time. Despite the undeniable benefits of games, Thornbury (2002) warns that they should be still used reasonably because they mostly work only with isolated words without context. So, the word games such as the Hangman, etc. are preferable to be used but their use has to be weighed up against the activities with context and deeper cognitive demands. In their book, Morgan and Rinvoluceri (1986) present plenty of games usable to practise a newly learned vocabulary. Among those for example *Word profiles*, *Differences*, *Word rush*, *Words to story*, etc. belong. Similarly, Slattery (2004) describes vocabulary practising games such as *Puppet's bag*, *Point to...*, *A movement rhyme*, *Say it and pass it on*, *What's missing*, *Bingo*, etc.

6 Vocabulary Testing

This part of my diploma thesis is devoted to the very important part of an English language learning which is the assessment.

6.1 Assessment

Ur (1996) states that among most classes, the major part of teacher's feedback given to the students is either correction or assessment both aiming to improve student's produced language. According to Shermis and Di Vesta (2011) assessment is a process of gathering information about students' results compared with a standard. Applied to the school environment, classroom assessment is then defined as intended gathering information about results of students' learning and teacher's teaching.

In schools, we can encounter two types of assessment - summative and formative assessment. Shermis and Di Vesta (2011) talk about the summative assessment as about the one that is done at the end of a school year to measure what students have learned during the school year. It is an averaged student's performance or a summary of a student's performance during the school year. According to Fisher and Fray (2007) formative assessments are assessments done during the whole school year including reviews and observations. Brown (2004) alleges that the majority of assessment happening in classes is formative aiming to help students to develop. Brown (2004) talks also about another division of assessment which is informal and formal assessment. Among informal assessment, different kinds of teacher's unintentional comments and feedback belong while among formal assessment all tests and exercises designed to find out students' knowledge belong.

6.2 Testing

As mentioned before, tests are a kind of formal assessment taking place in classes. Many people consider testing and assessment as the same thing but it is important to realize that *'tests are a subset of assessment'*. (Brown, 2004:4) Ur (1996:245) states that tests are the most frequent way of collecting information for the assessment process. The one who comes with the most comprehensible definition of tests is Bachman (1990:20) who declares that *'test is a measurement instrument designed to elicit a specific sample of an individual's behaviour'*.

6.3 Criteria of a Good Test

Views on which criteria of a good test are essential differ from author to author. Bachman and Palmer (1996:17) list six qualities of a good test which are reliability, validity, authenticity, interactiveness, impact, and practicality. For Bachman (1990) the most essential qualities of every good test are validity and reliability. Finally, according to Oosterhof's (2003) and Brown's (2004) opinion, the most basic and the most important quality that every efficient test should have is validity as they state that validity is the issue on which a good test depends. For the thesis, I decided to list also other qualities mentioned by other authors than Bachman and Palmer (1996), Bachman (1990), Oosterhof (2003) and Brown (2004) as I considered them important as well.

6.3.1 Validity

Hughes (2003) calls a valid test the one that examines what was truly planned to be examined. For example, a test created by a teacher with the purpose to test spelling is valid at the moment, when it really tests spelling and not listening skills, reading skills, etc. Oosterhof (2003) claims that if a test is not valid, it is simply useless as it is according to him the most essential quality. Heaton (1988) describes a useful tip for teachers how to avoid useless invalidity and so called 'face validity' (i.e. a test only appears to test what was intended to be tested) which is having the test checked by other school colleagues or friends as the teacher in the role of the creator of the test not always manages to stay objective when regarding validity of his/her test.

6.3.2 Reliability

Brown (2004) considers a test reliable when accomplishing a condition of providing stable and similar results when it is repeatedly tested on the same test-takers multiple times. Bachman (1990) warns that if a particular student receives better or worst results from the same test repeated several days later, such a test cannot be considered reliable. Of course, there are some factors that may be partly responsible for the eventual unreliability and these are listed by Brown (2004). Among the reliability affecting factors diseases, bad mental condition, inappropriate conditions for tests' administration or the nature of the test itself (meaning cases of long tests during which students' attention is lost) belong.

6.3.3 Practicality

According to Brown (2004) a good test has to be practical in terms of being low cost, not too much time consuming and not difficult for the administration. Bachman and Palmer

(1996:39) define practicality as a relationship between resources that are demanded for the test construction (i.e. human and material resources, time) and resources that are available for the test construction. Hence, a practical test can be defined as a test that does not need more resources to be used than are available for the construction.

6.3.4 Authenticity

For Bachman and Palmer (1996), authenticity is a correspondence between the design of tasks in the test and the outside, real-world tasks. As an example, he states that while constructing a reading test, the test-maker should choose such a topic that the test-taker may encounter in a real life. Brown (2004) claims that authenticity is an issue that many tests struggle to reach and he gives several recommendations for making a test as authentic as possible: the language used in a test should accomplish a requirement of being natural; all items in the test should be presented in a context rather than being isolated; topics should be genuine and interesting and finally, tasks included in a test should resemble tasks from a real life.

6.3.5 Objectivity

As one of the most important features of a good test, objectivity, meaning assessment without subjective bias, is described by Richards and Renandya (2002) as something insufficient in many tests. They express their idea that all testers are still just people with bias as a natural part of them and therefore it is very hard to avoid some subjective judgement.

6.3.6 Discrimination

Heaton (1988) talks about discrimination as a feature of a test that is occasionally important. By discrimination is meant that the test differentiates different test-takers and is able to demonstrate differences among them. This should be an important quality while designing a test for discovering weaknesses and strengths. Altogether, to reach high discrimination, the test should contain tasks of different levels from extremely easy, through tasks of medium difficulty to extremely difficult tasks.

6.3.7 Interactiveness

Bachman and Palmer (1996) describe this test's quality as an involvement of the one who takes a test in managing the test. Bachman and Palmer (1996:25) writes that the interactiveness of a test can be defined in terms of how well the test can engage language knowledge areas, metacognitive strategies, and topical knowledge.

6.3.8 Washback

Heaton (1988) expresses her opinion on the washback effect as a very important quality of tests. She says that testing is important for the impact it has on previous learning. This impact is then called the washback effect. Thornbury (2002) gives a simple definition of the washback effect by saying that the washback effect means students trying hard and learning more if they know that they will be tested.

Heaton (1988) writes about one more important quality which is clear test instructions. She says that it is very important for the instructions to be written clearly, without grammatical terminology and with some examples provided because if some students are not able to follow instruction, the test will never be either valid or reliable.

6.4 Types of Tests

In literature authors describe many kinds of existing tests. In this chapter only those that can be used for vocabulary testing will be introduced.

Alderson, Clapman and Wall (1995:47-59) provide probably the best and most comprehensive list of different kinds of tests:

1. Multiple-choice tests

Oosterhof (2003) as well as Read (2000) alert that multiple-choice tests are probably the most common tests used for classroom testing and describe what this type of test looks like. All multiple-choice tests look the same as there is a sentence that depicts a problem and a number of possible options. As well as other authors, Heaton (1990) calls the incorrect options distractors. Andreson, Clapman and Wall (1995) allege that the appropriate number of those options is at least four to avoid the fact that if students are only guessing the right answer their chances to guess right are bigger than 25%. Contrarily, Heaton (1990) claims that it is perfectly all right to let only three options. I personally agree with Andreson, Clapman and Wall (1995) that more options presented lower the chance of students guessing right.

Alderson, Clapman and Wall (1995) also point out that it is essential that only one answer from all offered has to be right. Another condition or recommendation is that all

multiple-choice questions should be presented in some kind of context to avoid possible confusion.

An interesting note is that every incorrect option should be tempting for students to make them think about choosing it as the right answer. Similarly, an important thing is that the right option should not be conspicuously different from the rest of the options and also there should not be any option that is clearly the incorrect one which would be known without reading the stem (e.g. a) teacher b) builder c) building d) singer).

Of course, this kind of tests despite being the most popular one has its limitations but if it is constructed properly, it can also have many benefits as described by Oosterhof (2003).

The most significant advantage of multiple-choice tests is that they allow being scored very easily and quickly as students mark only one answer. This kind of tests can be also marked by a computer which provides great efficiency for teachers. Multiple-choice tests are also easily understandable as for the task than many other kinds of test and very important and advantageous is that they are marked objectively as the right answer does not require a teacher's judgement.

As for limitations, Read (2000) warns about the possibility that multiple-choice tests in many cases check students' knowledge of distractors more than their knowledge of the target word. Among other limitations, for example, the possibility of guessing belongs as well as a requirement of spending a lot of time with the test construction. In contrast to Oosterhof's (2003) saying that construction of multiple-choice test is very time consuming, Heaton (1990) claims that if the one has some practice it is not overly difficult work. In this case, I share Oosterhof's (2003) and Thornbury's (2002) opinion and presume that if the teacher wants to prepare really high-quality multiple-choice test and accomplish all requirements and recommendations I described above, it is not easy at all to construct a multiple-choice test. Another limitation described by Thornbury (2002) is that this kind of tests verifies only recognition and not production, which becomes a real problem if not alternated with another kind of testing.

2. Dichotomous tests

Among these tests according to Alderson, Clapman and Wall (1995) so called *True or False* and *Yes or No* tests belong. These tests' limitation concerning the guessing issue is even more significant as the chance of guessing right is 50%. Heaton (1990) on the other hand claims that it has not been proved that dichotomous tests tempt learners to guess. I personally

agree with the other opinion and also think that 50% chance of guessing right is very tempting for a lot of students. According to Alderson, Clapman and Wall (1995), the only one solution of how to lower this limitation is to have a lot of questions included in the test and also by adding the third option e.g. *not given*. Heaton (1990) declares that this type is very convenient for testing reading.

3. Matching tests

Matching tests work on the same principle as matching activities described above and so, according to Alderson, Clapman and Wall (1995) during completing them, the students' task is to connect a list of answers with another list of answers (those can be for example words, sentences, phrases, etc.). Shermis and Di Vesta (2011) call items in one list premises and the other alternatives. They also describe some characteristics and recommendation of matching tests such as that premises are usually numbered while alternatives are marked by a letter; there should be a larger number of alternatives than premises and there should be only one alternative matching to one premise. They also recommend checking whether there are no clues in the test (for example plural form of some premises and alternatives).

As for limitations, as described by Alderson, Clapman and Wall (1995), there is also a problem with accidental correctness without knowledge because if a student correctly connects three answers from four, the fourth one is automatically correct, too. They state that this can be avoided by including more answers to the one list. Among advantages listed by Shermis and Di Vesta (2011) easy construction and reduced possibility of guessing (compared to multiple-choice tests) belong.

4. Information transfer tests

According to Alderson, Clapman and Wall (1995) this kind of tests is mainly used for testing reading and listening skills. During those information transfer tests, students are asked to find out a piece of information included in a given text and fill it in a table, chart, etc. These tests are on the boundary between objective and subjective tests as they can be marked in both ways (if students are filling in only numbers or names, they can be marked objectively but if they are filling in whole sentences, their marking requires some subjective judgement). The disadvantage of information transfer tests is that their instruction can be confusing and difficult for students to orientate but the undeniable advantage is that these tests resemble real life tasks.

5. Ordering tests

During ordering tests as described by Alderson, Clapman and Wall (1995) a unit of words or sentences ought to be put in correct order or rearranged. Heaton (1988) except for ordering words and sentences talks also about tests concerning ordering letters in order to make a word. To construct this type of tests is according to Alderson, Clapman and Wall (1995) a very difficult task for a teacher as he or she has to come up with words or sentences that can be put in correct order in only one way. Another disadvantage is that for teachers it is hard to fairly mark students answers as a student can make only one mistake because of which the rest of the answers are wrong compared to a student whose answers are wrong from the very beginning. Alderson, Clapman and Wall (1995) states that ordering tests are mainly used for testing reading and grammar.

6. Editing tests

Alderson, Clapman and Wall (1995) describe editing tests as those during which students have to identify a mistake in a text given and correct it. Most often we encounter tests during which student know the number of mistakes they have to discover (e.g. one mistake on each line or the total number of mistakes in a text). If the teacher wants to make the test more difficult or more real-life like task, he or she cannot tell students the number of mistakes the text includes.

7. Gap-filling tests

Alderson, Clapman and Wall (1995) characterize gap-filling tests as tests where students' task is to fill in missing words in a handed text. Thornbury (2002) claims that gap-filling tests push learners to remember words they have learned from their memory and to use them. Heaton (1990) who calls this type of tests completion items also alleges that this type tests learners' ability to produce learned words (unlike matching and multiple-choice tests which test the recognition of words). Alderson, Clapman and Wall (1995) say the words are selected and deleted by a teacher in advance in order to test those aspects that he or she wants. This kind of tests is not easy for learners to complete as they may have great difficulties with filling in the words (this might be caused not by not knowing the word or the language but by simply not springing to mind). To avoid this problem, these tests often include a clue in the form of a list with the words missing, written in alphabetic order

and sometimes including more words than spaces in the text. But in such case, the test becomes more multiple-choice test than a gap-filling test.

8. Cloze tests

Thornbury (2002) declares that cloze tests are the most widely known example of gap-filling tests and therefore considers them a subtype of gap-filling tests. Alderson, Clapman and Wall (1995) consider them another type of objective tests and point out that cloze tests only differ from gap-filling tests in that the words that were deleted were deleted mechanically without thinking (for example every tenth, eighth, third, etc. word was deleted).

9. C-tests

C-tests described by Alderson, Clapman and Wall (1995) are missing a half of all words in a text. In this case of a test, exactly every second word of a text was deleted. Another difference from cloze tests and gap-filling test is that for each deleted word, first few letters are provided. Surprisingly, Thornbury (2002) in his work writes about a research done that revealed the great success of these tests.

10. Dictation tests

As described by Ur (1996), dictation tests mean that a teacher is dictating some words or sentences chosen in advance and learners' task is to write them down in order they hear them. According to Alderson, Clapman and Wall (1995) writing down dictated words or sentences by a teacher can be objectively scored only if the students' task is to write down the original text. Alderson, Clapman and Wall (1995) list more disadvantages such as boredom and time-consuming character and do not list any advantage of this kind of test.

11. Short-answer questions tests

The last type of objective tests listed by Alderson, Clapman and Wall (1995) is short-answer tests. The form of these tests is that they are open-ended which means that learners have to come up with an answer (a word, a couple of words or a sentence) themselves. This involves tasks such as rewriting a sentence, completing a sentence with a correct form of some verb and so on. Oosterhof (2003) describes the essential advantages and disadvantages of these tests. Among advantages, easy construction, demanding production rather than recognition belong and the last advantage is that in one test, there can

be included a larger number of questions. On the other hand, these tests are not so objectively scored as other formats (e.g. multiple-choice). Ur (1996) further divides short-answer questions into two types which are transformation (in this case, students' task is to change a given sentence according to instructions, e.g. put this sentence into the future tense) and rewriting (students' task is to rewrite the given sentence while the meaning of the sentence has to be preserved).

12. Essays and compositions

Alderson, Clapman and Wall (1995) state that during these tests, learners' task is to write a text on the given topic.

13. Summaries

As Alderson, Clapman and Wall (1995) describe, in summaries where learners have to summarize a short text, mainly listening, reading and writing are tested.

14. Oral interviews

Alderson, Clapman and Wall (1995) describe also oral interviews as a kind of test that is possible to use for vocabulary testing.

6.5 Reasons for Testing

In the previous chapter, I stated that testing is a very important part of the vocabulary teaching process and in this chapter, I am going to explain why it is so essential.

1. Monitoring learning

Angelo and Cross (1993) describe probably the most fundamental reason for testing all over the schools which is monitoring how well students are learning as providing their students the most quality education is the ultimate goal of all schools.

2. Feedback for students

Ur (1996) writes about tests helping discover students' weaknesses and difficulties so that the students know exactly, on what they should work or with what the teacher can help them. Angelo and Cross (1993) say that thanks to testing, teachers can help their student to learn more effectively, to change their studying habits and to take over the responsibility for their

studying. Ur (1996) writes that a test provides students a report about their level of the target language (i.e. what they know already and what they need to learn).

3. Feedback for teachers

Heaton (1988) states that testing allows teachers to understand how their syllabus is effective and make some changes if needed. Thanks to the test results, teachers can think about the effectiveness of their methods and also the material used. For example, if test results show that only a small number of learners failed (one or two), there is probably no need to start to think about some adjustments but in cases where more learners fail, it is appropriate to make some changes. According to Angelo and Cross (1993) tests provide teachers with information for what should be changed, where some limitations are and it gives them a space for improvement. Ur (1996) writes that tests provide information about student' current level of the language and according to this the teacher can decide what his/her students will learn next. Ellery (2005) explains that information gained from testing is a very valuable matter for teachers as it provides them with a guide which teaching methods, techniques, etc. should the teacher use to fulfil individual students' needs.

4. Feedback for parents

According to Shermis and Di Vesta (2011), test results are very valuable information for parents as well. They can monitor and gain a piece of evidence about their children's learning, weaknesses and also teachers' effort to help them to meet their potential.

5. Feedback for administrators

Ur (1996) talks about another reason for testing which is providing information about students' results to headmasters and other authorities. Shermis and Di Vesta (2011) adds that head masters can monitor the effectiveness of curriculum, effectiveness of syllabus thanks to the testing.

5. Motivation

Heaton (1990) picks one of the most important tasks of testing which is motivation. She says that it is essential to stimulate students. If the students can see their improvements (in the form of grades from the test) they will feel enthusiastic. The test result can provide students information about their (in many cases unaware) progress. Tests can increase motivation important for their further study as many people like being good at something. Also, Ur (1996) agrees that testing for increasing students' motivation belongs among reasons why teachers use tests in their classes. Heaton (1988) adds that tests create an opportunity for students to perform what they are capable of.

6. Special reasons

Hughes (2003) states that there are also some special reasons why teachers give tests to their students and these involve special kinds of tests. Therefore, he mentions diagnostic tests and placement tests. Alderson, Clapman and Wall (1995) who deal with placement tests write that these tests are used by teachers to locate students into appropriate classes, courses or groups. Bachman (1990) describes how teachers can use special diagnostic tests to discover particular difficulties or strengths. Alderson, Clapman and Wall (1995) add that diagnostic tests can be either complex (to find out whether a learner has difficulties with all language skills) or specific (to find out a specific difficulty, for example in grammar). Another special reason for testing is selection described by Bachman (1990) used in cases that require selecting students' (for example in cases when there are more students with an interest than free places).

8. Backwash

Thornbury (2002) highlights the advantage of a so-called backwash effect that in many cases becomes a reason for testing. It simply means that students will try harder and study more if they know in advance that they will be tested. We can say that this backwash effect is closely connected with students' motivation.

9. Other reasons

Ur (1996) talks about other reasons for testing such as testing as a tool for keeping a class noiseless and concentrated or testing as an indication of completing some part of students' study (as a kind of milestone).

6.6 Most Useful Techniques for Vocabulary Testing

As kinds of tests suitable for testing vocabulary, Heaton (1990) writes about three kinds. The first and according to her, the most frequent type for vocabulary testing is multiple-choice tests. Furthermore, she adds that matching tests and completion tests are very useful as well. Thornbury (2002) lists multiple-choice tests, gap-filling tests, cloze tests, and C-tests as convenient formats for vocabulary testing. Hughes (2003) divides vocabulary tests into two categories according to what is desired to be tested. The two categories are tests of recognition and tests of production. For testing vocabulary recognition, the most convenient format is the multiple-choice test, while for testing vocabulary production, completion tests, matching tests, gap-filling tests, and short-answer question tests are the finest formats to be used. Another author who deals with the best formats

for vocabulary testing is Nation (2001) who mentions dichotomous tests, completion tests, multiple choice-tests, and translation tests. Finally, Heaton (1988) accounts multiple-choice tests, matching tests, word formation tests, short answer question tests and completion tests as most frequent types used by teachers.

It is hard to say which format is the best as each teacher prefers something different and of course, teachers are free to choose any type they want for their vocabulary tests but results from this short survey show that three test formats are the most frequent and the most convenient for vocabulary testing according to many authors in general. These formats are multiple choice tests, matching tests and completion tests.

6.7 Construction of a Test

Ur (1996) divides the process of testing into three stages: before testing, while testing and after testing where the construction of the test itself falls into the first step, before testing.

The first thing every test-maker has to do is to decide which vocabulary to test. Schmitt (2000) writes that the decision depends on the purpose of the test. If the teacher only wants to check if his/her learners are learning successfully the test will be of course composed of items that were covered in a class. In this case, Heaton (1990) states that it is always a better choice for teachers to compose such a test themselves, considering their abilities (skills and time). Schmitt (2000) agrees and adds that all kinds of standardized tests should be avoided for this purpose because only the teacher knows the best which items were covered during lessons. Some standardized tests can be used in cases when the teacher uses only and solely one book for teaching. On the other hand, Schmitt (2000) states that if the purpose of the test is to make a placement, find out a diagnosis or to find out a total vocabulary size known by students, it is the best to use standardized tests in which words are picked up from word-frequency lists.

Next step according to Schmitt (2000) is to decide which aspect of words will be tested as the word knowledge is very complex as was shown in the first chapter of this thesis. According to Heaton (1988:51), a teacher can test listening (passive, spoken form of vocabulary); reading (passive, written form of vocabulary); speaking (active, spoken form of vocabulary) and writing (active, written form of vocabulary).

Another step that should follow as stated by Anderson (2003) is a decision about the length of the test and selection of tasks. When the test is constructed, Anderson (2003) and Brown

(2004) also point out the necessity of having the test done by someone else than the target students and make some eventual changes. Brown (2004) presents a method during which the teacher should imagine that he/she is a student taking the test and try to complete all tasks very slowly and consciously. The teacher should also check audio records if needed and ensure that voices are understandable and the audio system is working. After that, the teacher should think about a scoring method that will be used after the administration of the test. For this stage called before testing, Ur (1996) shares some of her own tips such as announcing students the test at least a week before taking place, as well as other information such as the exact day, the length of the test and the method of assessing. She also shares with her students some other tips (e.g. what to do first, how to manage the time, etc.).

The 'while testing step' includes the administration of the test itself. Ur (1996) states that she is used to help to her students during taking the test in cases they have some difficulties with instructions but he do not help them with the tasks themselves.

After the administration, as described by Anderson (2003), results should be analysed and assessed. As alerts by Brown (2004), the whole procedure would be incomplete without some feedback in the form of returning tests to students with a grade or a comment given. Ur (1996) points out that test results should be announced and shown to students without wasteful hesitation, ideally in an extent of 7 days. At the best, the tasks and correct answers should be quickly discussed in the class together with the teacher to get quality feedback.

II. Practical Part

7 Introduction

The practical part of the diploma thesis focuses on methods of teaching, practising and testing vocabulary by teachers of secondary school levels in three regions – Vysočina region, Jihočeský region and Jihomoravský region. The aim of the practical part is to find out whether teachers in reality use the methods described in the theoretical part.

The method used in the practical part is observation during which I will accompany teachers to their English classes where the new vocabulary will be presented.

The observations will be followed by an interview with the teachers that includes 7 questions:

1. Based on which criteria do you choose vocabulary that is to be taught?
2. Which moments or aspects during the vocabulary presentation do you consider to be crucial?
3. What methods and ways of presenting vocabulary do you use during your English lessons?
4. What methods and activities do you use to practice vocabulary learned during your English lessons?
5. What are your vocabulary testing methods? Do you prefer the written or the oral form of testing?
6. On which aspects of vocabulary do you focus during the testing?
7. What types of tasks do you use when testing vocabulary?

8 Teacher 1

8.1 The Observation

8.1.1 The School

The first observation happened in an unnamed primary school in Jihomoravský region. This school is quite big, as it is attended by approximately 350 pupils. It is a city school where we can find classes at the upper secondary school level with a special focus on the English language. The English language is taught from the first class as an optional subject and from the third class as a compulsory subject. My impressions from the visit are really good as the school's interior is very colourful with a lot of English didactic material all over the walls and even stairs. Children's works from the subject English are exposed on big and beautiful notice boards so the children face the English language on almost every step.

8.1.2 The Teacher

The teacher that welcomed me to this school is a woman of 46 years with more than 20 years of teaching practice. The teacher studied a faculty of education and teaching English was her only job. She has been working at this primary school for nine years. Before working here, she taught English at a secondary school, language school, as a private tutor and she has also some experience with the Helen Doron method used for teaching very young children.

I accompanied the teacher in three English lessons in three different classes - sixth class, seventh class and an eighth class of this school.

8.1.3 The Eighth Class

The first lesson I observed was the eighth class including 21 pupils. The vocabulary taught in this class was vocabulary concerning health and injuries. The English lesson was a double lesson.

8.1.4 The Stage of Presentation

The presentation of vocabulary was done in two phases. The first half of the vocabulary was presented by the form-first method. Firstly, the written form was introduced. The words were written on the board during the brainstorming activity over which pupils were writing down

all words connected with this topic they were able to come up with. The spoken form was only shown when the teacher read and corrected words written on the board. Children were not called on repeating the words so the spoken form was only comprehended passively. This brainstorming activity covered all words that were intended to be taught except two that were written on the board by the teacher and translated into the mother tongue. The meaning of words was not discussed as the teacher supposed that all words on the board were already known. In the case of the two newly introduced words, the method using translation during which the words were translated into the mother tongue was used. After this activity, the teacher handed photocopied materials with another amount of vocabulary that was supposed to be new for the pupils. At first, the children were supposed to look at the pictures and try to guess the correct word. So, the second half of the vocabulary presentation was done by the meaning-first method as a non-verbal method of using pictures was used.

8.1.5 The Stage of Usage and Practice

The stage of usage overlapped with the stage of practice as, after the presentation, a discussion was done. The whole stage of practice skipped controlled drills mentioned by Homolová (2011) and started directly with the guided practice that included many creation activities belonging to the group of production tasks. The first activity was a discussion over a picture from an exercise included in the handout. Pupils' task was to devise a story about what could possibly happen according to the picture. Afterwards, almost the rest of the lesson was devoted to the discussion of the questions in next exercise. During the discussion pupils showed a great interest in sharing their own stories concerning injuries with others. In the time left, the Youtube video was watched in which there was always a picture with some kind of injury. The children were left some time for discussion about the cause and afterwards the real cause of the injury was revealed.

The next lesson was from the main part devoted to the stage of practice. There was a game at the beginning of the lesson during which the class was divided into two groups. Their task was to write as many words as they could think of on the board. Each group was writing on one half of the board with the chalk passing, which ensured that there was only one student of every group writing each time. The limit was set at two minutes and after the time passed, the teacher checked questions and announced a winner. The words were not translated, only the spelling was checked.

The next practice was done with the use of an oral matching activity during which the teacher was saying definitions of the learned vocabulary and pupils were guessing the word. One word was not guessed correctly, so the teacher wrote the word on the board, translated one more time and pupils were supposed to write the word down to their dictionaries.

In the next round of this oral matching activity, pupils were handed little paper cuts with some words written. They were supposed to mingle around the class and find a partner to whom he/she would tell the definition and the partner would guess the word. After that, they changed their roles and if both words were guessed correctly, the pupils interchanged their papercuts and moved to another partner. The teacher at first played the game with pupils to check whether everybody understands what they should do. During that she noticed two words were confusing, so she said their English definition and then translated the words into Czech. The words were not written down on the board but the pupils were asked to spell them.

When the teacher announced a test that should take place in another lesson, she once again went through some words that could be confusing for children (e. g. flu, cold, fever, running nose, sneeze).

The lesson continued with a reading activity where they should answer some questions. During reading, they were coming to write words they do not know on the blackboard. Those who knew the translation came and wrote down the Czech equivalent next to the English word. This was the last activity that dealt with vocabulary as the rest of the lesson was devoted to the explanation of a new grammar.

8.1.6 The Sixth Class

The next lesson I observed in this school was the sixth class including 18 children, taught by the same teacher. In this lesson, it was planned that the teacher will be introducing the new vocabulary concerning countries. Before that, the children were writing a test that tested their knowledge of the names of hobbies learned during previous lessons.

From all aspects of vocabulary, this test was testing recognition of the spoken form (passively) as the first exercise was a listening task; the written form production (actively) in the form of a fill-in task, and the meaning (pictures recognition) as children were matching picture with a word.

8.1.7 The Stage of Presentation

After the test, the teacher announced that in this lesson they are going to start a new unit called Countries. Firstly, they were working with their course books and listening to the song called *The Earth is Wonderful Place*. The word *earth* was written on the board by the teacher who afterwards asked what this word means. When a pupil said the Czech equivalent, the teacher further elaborated it. She provided children with further explanation in the mother tongue aiming at the difference between a planet and the ground.

After listening to the song, the teacher asked children to name all the names of countries that appeared in the song. This is the way how the new vocabulary was introduced through the form-first method. Actually, both, the written and the spoken form of the words were introduced at the same time thanks to the listening and reading the text of the song at the same time. The teacher then, using the target language, explained the difference between the words *a state* and *a continent* and in that way the whole class together deduced the Czech equivalent for the word *a state*. After this, the song was played once again and children's task was to focus on the pronunciation of the country names.

Subsequently, the teacher was showing flashcards with the written form of the countries and children were supposed to read them in chorus. During this oral drill as a way of presenting the spoken form once again, the teacher was correcting the children's pronunciation to perfection. The stage of presenting the meaning overlapped with the stage of usage. The teacher supposed that children understand the words as the English names of countries are very similar to the Czech names. So, the teacher moved to the activity during which the pupils were coming to the board with a map hanging on it and pointing to the approximate places where these states are drawn on the map.

After this activity, the teacher was showing flashcards once again but in this case, there was no writing on them but a country's outline drawing and a flag. Children were supposed to say the name of the country with the help of these two clues one more time in the form of a chorus drill. During this activity, the teacher also took the opportunity and practised vocabulary concerning colours as the children were describing the flags as well. They drilled the pronunciation in the chorus one more time and the teacher corrected the pronunciation of words that were difficult (e.g. *Morocco*).

8.1.8 The Stage of Usage and Practice

The stage of usage was skipped and for the stage of the practice the teacher chose a matching activity that was done in the way that all the flashcards (containing the outline drawing

and the flag) were attached on the board by a magnet and children were matching them with the first set of flashcards containing the written form of the country's name. The teacher asked the class if the solution on the board is correct and when everybody confirmed it they moved to another and at the same time last practice activity in this lesson. This time, it was a creation activity in the form of a discussion during which the pupils were discussing a question *Which of these countries is your favourite?*

8.1.9 The Seventh Class

The last class I visited in this school was the seventh class visited by 16 children and also taught by the same teacher. The beginning of the lesson was devoted to the homework checking. After the checking, the teacher introduced the topic that is about to be presented which was hobbies.

8.1.10 The Stage of Presentation

The presentation of vocabulary (that was, in fact, mainly a revision of already known vocabulary) was done again through a brainstorming activity, so the form-first method was used. Before the spoken form, the written form was presented as children's task was to come to the blackboard and to write down as many words as they could come up with, connected with this topic. Each student wrote down at least one word, and even some of them knew a great number of words. The teacher prepared for the next activity, watching her laptop, which I perceived as a kind gesture toward pupils. They did not have to be nervous that the teacher observed them and that she would judge them as she did not know which answer belonged to which student.

After a few minutes, the teacher stopped the brainstorming and presented the spoken form. She started to read all word on the blackboard without demanding the chorus repetition. She also included the stage of usage because each time she read the word, she also came up with some questions including the word for the pupils. During this part of the lesson, some questions about words were asked from the side of pupils and the teacher always translated the desired word and the written form was written down on the board. In cases of, from the point of view of the teacher, more difficult words (e.g. *pottery*) she ensured that all pupils knew the meaning by translating these words into the mother tongue and appealing to children to write the words down to their dictionaries.

8.1.11 The Stage of Usage and Practice

The whole process of checking the results of the brainstorming activity was richly interspaced with many questions including the vocabulary. So, the process of the presentation closely overlapped with the stage of the usage. The stage of the practice was done by the pattern practice, a multiple choice activity during which, there were some pictures of the vocabulary and three choices from which the children were supposed to pick the correct one. During this activity, also some new vocabulary appeared and the teacher appealed to them to write the unknown words down to their dictionaries (but it was not obligatory). Again, the more difficult vocabulary was translated into the mother tongue and sometimes, for example in the case of the word *car booth sales* also a short comment in the mother tongue was given. As well as in the brainstorming, even during this activity, the teacher asked a lot of question including the target words for children to be able to observe how these words are used in context.

8.2 The Interview

8.2.1 Vocabulary Selection

As for vocabulary selection, the teacher told me that she is used to teach topics according to the course books. She told me that pupils in her school are very talented from her point of view so what she very frequently does is that she opens the book, looks at all words she should teach her students and in most cases, she finds out that this vocabulary is already known so she prepares some additional material (photocopies) that are handed to students and stand for the new vocabulary. These photocopies are made by the teacher herself or taken from the internet. The most important criterion during the additional vocabulary selection is, of course, the interconnection with the topic in the course book and her students' interests.

8.2.2 Crucial Aspects of Vocabulary Presentation

The aspects of vocabulary that is crucial for the teacher is the pronunciation. She told me that according to her opinion, the word should be repeated multiple times for students to hear the correct form. Ideally, after this step, the word should be used in context. The teacher mentioned that the target word should be encountered at least 16 times during the lesson until it is actively remembered.

8.2.3 Vocabulary Presentation Methods

The methods that the teacher used most frequently for vocabulary presentation are brainstorming methods that are used mainly because the children in her classes know the majority of vocabulary listed in course books so, with this method, the teacher can find out which words are necessary to be added. Her favourite method of vocabulary presentation is also presenting with the help of visual aids. She uses flashcards that she either creates herself or takes from the internet or her teacher's books. Presentation through the Youtube videos in which there is a word presented as a picture, children guess the word and the word is subsequently shown in its written form is her favourite method as well.

8.2.4 Vocabulary Practice Methods

For the next stage, the practice, the teacher uses many methods. Very often she lets her students look up the words in a text so that they can see how these words are used. They work with new words in the way that they create opposites to them, sort them out into nouns, adjectives, etc. She told me they also like to play a lot of games to practise the new vocabulary but she avoids competitive games (if so, the competitions are done in teams of pupils). She also uses some drill exercises from students' workbooks. In cases of crosswords and matching tasks appearing in the workbooks she usually uses these exercises as homework or if some students are done with their tasks earlier.

8.2.5 Vocabulary Testing Methods

In her classes, the dominating form of vocabulary testing is in a written way. She also from time to time gives her pupils some A's for the activity in a class.

8.2.6 Aspects Focused on During Vocabulary Testing

Her tests focus mainly on the written form of vocabulary but she told me that she does this only because it is wanted by the government (the teacher probably meant The Ministry of Education). Her personal aim is that her pupils know the words and are able to use them for communication.

8.2.7 Tasks Used in Vocabulary Tests

Tasks used for vocabulary testing are in most cases translations either from Czech to English or in the other way. She is used to give these five-minute tests very often to check her

students' understanding and progress. Another method she uses for vocabulary testing is definition understanding. She says some definition and pupils have to write down the word on paper. She admitted that this is for her the most effective way of vocabulary testing.

9 Teacher 2

9.1 The Observation

9.1.1 The School

The second school I visited was also a city school in the Vysočina region including around 450 pupils. This school is proud of its enhanced physical education. Children there are also supported in other sports such as modern gymnastics, dance, Greece-roman wrestling, and volleyball.

9.1.2 The Teacher

Teacher 2 that took me with her to observe her English lesson including a new vocabulary presentation is also a woman. She is 45 years old with ten years of teaching practice. In this school, she has been teaching for three years and before, she had been teaching at another two elementary schools. She has a pedagogical education (the pedagogical minimum) and after that, she finished her studies of English language teaching for high schools.

9.1.3 The Seventh Class

In this school, I visited the seventh class of 20 children, where the topic of the new vocabulary was *food and drinks*.

At the beginning of the lesson, the teacher introduced the topic that will be done today. After that, she started to test vocabulary taught during previous lessons. For the testing, two pupils were called to come in front of the blackboard and the rest of the class was supposed to practise with them or to finish some uncompleted work. At first, the teacher checked whether dictionaries of the two were all right and then the testing itself started. Firstly, the teacher was saying some definitions and the pupils' task was to say the word defined. It was not only saying a definition but also a kind of an interview to give pupils some clue (e.g. *Do you have a dog? What do you do with him? If you go out with him, it is called...*). The teacher really tried to help pupils as if they didn't know, she continued to say some other definitions or even gave some clues in Czech. If they still did not know after some time, space was given to the class to say the correct word. The second part of the testing included translations of words from Czech to English.

After the testing, the teacher started to play a game with the whole class to further practise vocabulary that was already known. She asked everybody to stand up and was continuously saying some English words for translation. Who said the Czech translation as first could sit

down. Two pupils stayed standing and the teacher let them also sit down without saying any comment.

9.1.4 The Stage of Presentation

Again, the teacher introduced the new topic that they are going to discuss which was *food and drinks*. At the beginning, there was a brainstorming activity which aimed at a revision of vocabulary connected with this topic that pupils should already know. During the activity, the teacher divided the blackboard into three columns (fruit, vegetable, rest). Children's task was to come to the blackboard and write down all words connected with this topic they knew. The majority of the class participated and the blackboard was full of different words. If somebody did not know how to write the word down correctly, she told him/her to just try.

When everybody was run out of ideas, the teacher started with check. She said, that in this phase, they are focusing on the pronunciation and do not deal with how the words are written. She read all the words aloud (so, prior to the spoken form, the written form was introduced) and gave some quick comment to a watermelon not being fruit. When she encountered some difficult words, she let the class translate them.

The teacher commented on this being a good base and handed children photocopies of a new material that they were supposed to glue into their dictionaries. The new vocabulary was again introduced by the form-first method when the written form was introduced prior to the spoken form. The written form was presented in the form of the lists of words provided to children. The spoken form was presented through listening and oral drills. At first, the teacher clearly and slowly pronounced the word and subsequently, children were repeating the word three times in chorus. In the case of more difficult words, they were repeating the word multiple times until the pronunciation was nearly perfect. The meaning was presented only through the direct translation into the mother tongue as on the list provided, in one column, the Czech translation was written.

9.1.5 The Stage of Usage and Practice

The stage of the usage was skipped and the teacher moved directly to the stage of practice. The newly learned vocabulary was practised mainly by games and pattern practice following. The first game that was played was a competition in looking for the correct picture. The class was divided into two teams and among those teams, each member was

given a number. Pairs comprised of members of both teams with the same numbers were competing against each other. They were standing on the starting line and when the teacher said a word, they ran to find the correct picture in the mixture of pictures lying on the ground in front of the blackboard. The winning teams with more points gained was awarded with stamps (as for five stamps they have a little A).

After this game, another game followed. Children were told to create a circle in the back of the class and the teacher walked around each of them whispering some words into their ears. Children had to remember the word. After everybody knew what he/she was, they sat in the circle and one by one said what they were. Afterwards, in the form of a drill, they repeated what they were (e.g. *You are pórek. How do you say pórek in English*).

The next step of this activity was the game itself. Each child but one was sitting on their chairs. One was standing in the middle and said two 'food names' of his/her classmates (e.g. leak and potato). These two had to change their seats fast as the one in the middle tried to sit down on their seat.

The pattern practice followed during which the children were working with their workbooks filling in some fill-in and substitution exercises.

9.2 The interview

9.2.1 Vocabulary Selection

The question concerning the vocabulary selection was answered without hesitation as the teacher told me that her main criterion during the vocabulary selection is the list of words in the course book and the school educational programme. If she decides to add some new vocabulary, her main criterion is practicality (whether or not her students can really use the word outside the classroom).

9.2.2 Crucial Aspects of Vocabulary Presentation

According to the teacher, the crucial moment in the vocabulary presentation is pronunciation. In her opinion, the children should encounter the word multiple times during the lesson.

9.2.3 Vocabulary Presentation Methods

For the presentation of vocabulary, she uses many different methods. Among the most frequent non-verbal methods belong. She mainly uses visual aids such as vocabulary

flashcards, projection of photos, videos (Youtube or teachers book sources). She also uses some handouts with vocabulary lists as I saw during the lesson. Among some verbal methods, she often uses is using a word in context as she from time to time gives her pupils texts where the new vocabulary is used so the meaning is presented through the reading comprehension.

9.2.4 Vocabulary Practice Methods

For the practice, she uses, in the vast majority of cases, didactic games. She does not use course books for the work with children, only workbooks with some drill exercises are used. She commented that a very important thing for her is to use methods during which the children do not realize they are learning (games).

9.2.5 Vocabulary Testing Methods

The vocabulary testing in the case of this teacher has two phases. In the first phase, each student is tested orally in front of the class as I saw at the beginning of the lesson. The teacher told me that this oral testing is done at the beginning of each lesson when a pair or a small group is tested. The testing is composed of some definitions told by the teacher and words for translation. When all children are tested orally, the teacher announces a written test.

For the written form of vocabulary testing, the teacher uses two different kinds of tests. One kind is designed for the testing vocabulary of those who are stronger in English and the second kind is designed for pupils who are weaker in English.

Therefore, in the case of this teacher, both, the spoken and written testing is equally present as she concentrates on both, the spoken and the written form of the vocabulary.

9.2.6 Aspects Focused on During Vocabulary Testing

The teacher focuses on the written form and the spoken form equally as both aspects are important for her.

9.2.7 Tasks Used in Vocabulary Tests

Among tasks used in her vocabulary tests, translations into English or the mother tongue belong, as well as other techniques such as the odd one out, short-answered question tests during which children have to come up with a word according to a definition or the other

way around, sorting tasks or multiple choice tests. She added that 70% of her written tests are composed of just translations.

10 Teacher 3

10.1 The Observation

10.1.1 The School

The third school I visited was a village school in Vysočina region with approximately 200 pupils. There are nine classes in the school. All classes are divided into two groups for the lesson of English, so the number of children in one English lesson is around ten.

10.1.2 The Teacher

The teacher that hosted me in this school is also a woman. She is 42 years old with four years of teaching practice. Three years she has been teaching in this school and one year right after her studies she was teaching in another elementary school. Her education is a completed pedagogical faculty.

10.1.3 The Eighth Class

In this school, I visited the eighth class with ten pupils where the new topic for vocabulary teaching was *family*.

At the beginning of the lesson, the teacher introduced the topic and wrote the word *families* on the board. She then challenged several children to introduce their families as they had it prepared as their homework. After several pupils introduced their families, the teacher started to say some definitions of family members and the pupils were guessing the correct word (e.g. *If you have a baby girl, it will be your?*). In this way, the teacher repeated vocabulary that should be already known.

10.1.4 The Stage of Presentation

The teacher announced that they are going to continue in this vocabulary and that they are going to learn some new words. The new vocabulary was introduced by the form-first method where the written form was introduced firstly. Children were told to open their course books and to turn to a page with vocabulary for this topic. The pupils were supposed to take highlighters and to highlight vocabulary from this list that they knew. Then she asked each of them which words they did not know and she let children explain the difference between *stepbrother* and *half brother*.

10.1.5 The Stage of Usage and Practice

The stage of usage was done in the way that the pupils were told to pick up one word from the list they did not know and to use it in a sentence. The pupils were given a minute to think it through and then everybody said his/her sentence. If the word was already used in a sentence, they were supposed to pick up another one. Another step was to look for the newly learned vocabulary in a text in their course books.

For the practice of the vocabulary, the teacher decided to use a listening exercise where also the spoken form of words was introduced. Their task was to answer some questions concerning the text.

The teacher then moved back again to the stage of usage and let the children listen to a recording with a text provided in their course books. Afterwards, she told the children to look up newly taught vocabulary in the text so they could see how these words are used. She even told them whether they could see how the word *common* is used because some pupils made a mistake in its usage in a sentence during the previous activity. Children were reading the words aloud in the whole sentences during which, the spoken form was again presented. Another activity to practice the new vocabulary was a true-false exercise where the children had to use the new words.

In the next step, the vocabulary was practised through a completion activity. It was a production task in the form of a listening exercise that demanded to fill in a chart according to the listening. When, during the listening, a new word appeared, the teacher wrote it down on the board, pronounced it twice and said an English definition of the word.

The teacher handed children prepared photocopies with a short text that included the new vocabulary.

The activity that followed was another production task based on an exercise in the handout that was handed. There was a short text about a boy and relationships in his family. The children's task was to create a diagram representing these relationships. During the check, the teacher was drawing the diagram on the board and they were together further discussing different family relationships that appeared in the diagram.

As the last activity for the vocabulary practice, a game was played. The class was divided into two halves and each half chose its representative. The representative went in front of the board and stood with his/her back to the board. The teacher wrote a word above his/her head and the team of the representative was trying to describe him/her the word. Each representative had two minutes timeline and the winner was the one who was able to correctly guess more words in the two minutes.

10.2 The Interview

10.2.1 Vocabulary Selection

During the interview, the teacher told me that the criterion according to which she chooses which vocabulary will be taught is the topic and the list of vocabulary in the course book. She adds some extra vocabulary that appears in texts read in the class or when she herself thinks that some other words could be useful for her students, she presents them as well. Additionally, she teaches some vocabulary concerning topics that are not included in course books but that are connected with holidays through the school year (e. g. Halloween vocabulary, Christmas vocabulary, etc.).

10.2.2 Crucial Aspects of Vocabulary Presentation

The most important aspect to focus on during the vocabulary presentation is, according to her, pronunciation. The great attention must be paid to the pronunciation from the side of students but also from the side of the teacher who has to pronounce words correctly and slowly. A very important moment then is to practise the vocabulary.

10.2.3 Vocabulary Presentation Methods

The teacher uses a variety of methods for the vocabulary presentation among which brainstorming, reading words from dictionaries' lists, writing on the board and visual aids such as photos belong.

10.2.4 Vocabulary Practice Methods

For the practice, the teacher most frequently uses didactic games and some exercises in students' workbooks. As to games, her and also pupils' most favourite game is the one that I saw during the lesson (describing and guessing words), *Pictionary* during which the teacher is drawing pictures of vocabulary on the board and children are guessing or a *Hangman*. She also uses some activities such as pictures matching, filling-in of missing letters or scrambled letters.

10.2.5 Vocabulary Testing Methods

As for the testing, the teacher told me that in general, she prefers the written form of testing. She also admitted that she does not test vocabulary itself. She tests vocabulary knowledge together with the grammar or a text comprehension where the vocabulary occurs

and children have to know it to manage all tasks successfully. She does not test isolated vocabulary out of context neither in a written way nor orally.

10.2.6 Aspects Focused on During Vocabulary Testing

Even if she does not test vocabulary, for her, the most important thing is the usage. Her pupils have to know the meaning of words and have to be able to use it. She does not mind whether the word is spelled correctly or not but in higher grades (seventh, eighth, ninth) she demands also the correct spelling.

10.2.7 Tasks Used in Vocabulary Tests

As for the tasks used during testing where the vocabulary appears, the teacher uses reading with comprehension and answering questions where they have to use the vocabulary learned.

11 Teacher 4

11.1 The Observation

11.1.1 The School

The fourth observation of class' English lesson, during which the new vocabulary was introduced, took place in a city grammar school in Vysočina region attended by almost 500 students. In all classes, students are divided into two groups for language lessons according to their score in a placement test done at the beginning of a year.

From the very beginning, there was a difference between the appearance of this school and all the elementary schools I have visited. The elementary schools were very colourfully decorated all along hallways and in individual classes. Also, many teaching materials were hanging on the walls. In this grammar school, the hallways and classes were white and very simply decorated. Also, I did not notice any educational material on the walls.

11.1.2 The Teacher

The teacher whose lesson I visited is a woman of 42 years with 18 years of teaching practice. All the time of her practice, she has been teaching in this school, just one year right after completing her school, she was teaching in an elementary school. Her education is completed Faculty of Education.

11.1.3 The First Grade of the Eight-Year Grammar School

The lesson I visited was an English lesson in the first grade of the eight-year grammar school attended by 14 pupils.

At the beginning of the lesson, a test for already learned vocabulary was handed out and pupils had several minutes for its completion.

The new vocabulary introduced in this lesson was the *Names of Countries*.

11.1.4 The Stage of Presentation

The vocabulary was introduced by the form-first method in the way that the teacher wrote down several words with scrambled letters and children's task was to unscramble them. So, as for the presentation of the form, the written form was presented before the spoken form. The spoken form was introduced right after. The teacher challenges pupils to read aloud the unscrambled words and then to spell them so she could write them on the board.

Where necessary (*Hungary*) the pronunciation was corrected by the teacher and pronounced several times.

During the next activity, children were divided into pairs and they were supposed to make a list of other English country names they knew. After a few minutes children were challenged to read what they wrote aloud. Only the pronunciation was corrected, no words were written on the board as the teacher would hand out photocopies with many country names later. The one pair who could come up with the greatest number of country names was summoned to read them aloud. After that, others were challenged to add some more vocabulary that was not mentioned.

The teacher each time chose one person who translated the words read.

11.1.5 The Stage of Usage and Practice

The stage of usage was done through asking questions and pupils' answers. The teacher asked which country pupils had visited.

The stage of practice started with the activity during which the children were again divided into pairs. The teacher was dictating a capital city in English and they were supposed to write down the country.

11.1.6 The Stage of Presentation

After the stage of practice, the teacher moved again to the stage of presentation. She handed photocopies with a list of country names. The teacher one by one read each word slowly and carefully and the pupils were repeating after her in chorus. Then, they together translated all words and children were writing the translations down to the list next to the English equivalents. Once more, the vocabulary was read in the chorus aloud.

Then, some grammar connected with this vocabulary was taught. The teacher explained, how articles are used with this kind of vocabulary and which prepositions are used with country names and continents.

11.1.7 The Stage of Usage and Practice

After the presentation, the teacher moved to practice of the newly learned vocabulary again, this time with the use of exercises in course books where the pupils had to use the country names to get the correct answer.

11.2 The Interview

11.2.1 Vocabulary Selection

During the interview done, I found out that the teacher chooses vocabulary to be taught according to the vocabulary lists in course books and of course, she takes account of which vocabulary is close to her students and which vocabulary is useful for them and according to this criterion she adds more vocabulary that will be taught.

11.2.2 Crucial Aspects of Vocabulary Presentation

For the teacher, the most important moment during vocabulary presentation is pronunciation. Equally important, according to her, is to present words in a context and to connect the vocabulary with something her pupils know from their lives outside the school. As an example, she told me that when she was teaching a word *roast* as a process during which a meat is exposed to the hot air in the oven, she mentioned the word *roast beef* that she supposed they are familiar with and she hoped that this mental connection will help her pupils remember the word better.

11.2.3 Vocabulary Presentation Methods

For the vocabulary presentation, the teacher uses methods such as brainstorming or picking up vocabulary from a text. But in most cases, the teacher's method is to create lists of vocabulary (taken from the teacher's book), to add some grammar connected with the words (such as prepositions, articles, most common collocations, etc.) in there. These lists are read aloud either by the teacher and the rest of the class repeats them in chorus or by pupils themselves whereas they alter in reading (each of them reads five words).

11.2.4 Vocabulary Practice Methods

In the phase of practice, teacher 4 often uses students' workbooks as she follows topics in course books and the workbooks offer many exercises for vocabulary practising. The vocabulary in her lessons is also practised through many reading exercises prepared by the teacher where the target vocabulary is used. Sometimes, but very rarely, the teacher plays games such as scrambled letters. She admitted that in grammar school, it is not very common to practice vocabulary through games. On the other hand, she challenges her students into different interviews and role-plays during which they have to use the target vocabulary. The interviews are sometimes carried out as a fill-in exercise as children

are provided with paper cards into which they should find out and write down some information from their classmates. Sometimes, after this activity, pupils change their cards in pairs and it is their homework to write a short essay composed of the information in the card.

11.2.5 Vocabulary Testing Methods

The vocabulary testing is done equally in the written form and the spoken form in the teacher's 4 lessons. She tests several pupils' vocabulary knowledge every lesson and once in a while, a big test is announced.

11.2.6 Aspects Focused on During Vocabulary Testing

The teacher tests mainly pronunciation during the spoken testing and during the written testing, the attention is mainly paid to the grammar of the learned vocabulary. She tests prepositions used with the words, most frequent collocations and so on.

11.2.7 Tasks Used in Vocabulary Tests

During the testing, the most frequently used tasks are translations into Czech or English and fill-in exercises, during which a definition is given and the children are supposed to come up with the correct word.

12 Teacher 5

12.1 The Observation

12.1.1 The School

As the next school, I visited a smaller city school in Jihočeský region attended by around 200 pupils. The school provides some optional English lessons as well as a wide variety of other optional after-school lessons.

12.1.2 The Teacher

The teacher in whose English lesson I was observing is a woman. The teacher is 27 years old with one year of teaching practice. Before teaching at this elementary school, she was teaching at a language school for two years.

12.1.3 The Seventh Class

I visited the English lesson of the seventh class where the vocabulary connected with names of furniture around the house was taught. The class included 17 pupils.

At the beginning of the lesson, the teacher introduced the topic and told children which vocabulary they are going to learn during these 45 minutes.

12.1.4 The Stage of Presentation

The vocabulary presentation was done with the help of a Powerpoint presentation through the method during which both, the form and the meaning were presented at the same time. In the presentation, there was always a picture with the name of the piece of furniture below. One by one, the words on the board were presented. Each time, the children first saw the picture with the written form and then, after several seconds, the teacher pronounced the word aloud and the class repeated after her in chorus. During the second round of the Powerpoint presentation that was shown again, the pupils were supposed to write all words down to their dictionaries.

The last slide of the presentation worked for the teacher as the assurance that children remembered most words that were presented as in the last slide, there were pictures of all words and the children should name the words one by one aloud.

12.1.5 The Stage of Usage and Practice

The stage of usage began with a picture of a room projected on the whiteboard with some numbers marking different pieces of furniture around the room. Together with the vocabulary, the previous grammar including the usage of *there is / there are* and prepositions were practised. Ten words were marked and children's task was to create sentences about the position of the furniture.

The stage of practice started with a game. The game was *Charades* during which, the children were shown paper cuts with a piece of furniture written and they should act the words out and the rest of the class was guessing.

To ensure, the pupils comprehended also the written form, an exercise in their workbooks was completed. The exercise was a *Wordsearch* in which all taught words appeared and children had to find and circle them.

Several last minutes of the lesson were dedicated to further practise through a game which was, in this case, a *Hangman*. The teacher drew short lines on the board that indicated a number of letters in the word guessing. Children then were one by one guessing letters that should compose the word. In the case, the letter that was said was not included in the word, the teacher drew a part of a hangman on the board.

12.1.6 The Ninth Class

The next class I visited in this school was the ninth class composed of 17 pupils. During this double lesson, the new vocabulary concerning the human body was introduced.

12.1.7 The Stage of Presentation

The vocabulary was presented on the interactive whiteboard where a body without labels was projected. Around the body, there were labels naming different parts. Children were called upon to drag the label on the part of the body they think is correct. So, by this method, the meaning and the written form were introduced at the same time.

After this, the presentation of the spoken form took place. The teacher slowly and precisely pronounced every word pointing on the appropriate body parts and the children were repeating after her in chorus. At the same time, after pronouncing each word they wrote the word down to their dictionaries.

12.1.8 The Stage of Usage and Practice

The stage of usage was skipped and the stage of practice was done with the use of a crossword in children's workbooks. During completing the task, the teacher allowed them to use their dictionaries as it was new vocabulary. After several minutes, individual words were checked orally and the teacher moved to another activity during which, the new vocabulary was practised. It was done again with the use of workbooks. This exercise was a short answer open ended exercise in which pupils were given some definitions and their task was to write down the correct word described by the definition. Children were given several minutes to do the exercise on their own and after some time all answers were checked orally.

12.1.9 The Stage of Presentation

Thereafter, another set of words was presented. This vocabulary was composed of words being used to describe injuries or some health issues. This time, the presentation of the new vocabulary was done by the meaning-first method as the children were supposed to open their course books on the page where the new vocabulary was presented. In the course book, there were pictures of injuries and health issues with words written below the pictures. Children were asked to look at all pictures and think about whether they understand which problems are shown in individual pictures. When ensured that children understand the meaning the teacher started to read words one by one aloud and children were repeating in chorus. After that, children wrote all the words down to their dictionaries.

12.1.10 The Stage of Usage and Practice

For the second half of the double lesson, they all moved to a different class that was special for its interactive equipment. The stage of usage was skipped and the stage of practice interfaced with the practising a modal verb *should* that was introduced during previous lessons. Children were divided into pairs and given roles. One of them was a doctor and the other one was a patient. The children that were playing the role of the patient were given papers on which their problem was written (e.g. bleeding, headache, twisted ankle, etc.). Then they should perform an interview between the patient and the doctor during which the doctor should give some advice about what to do to avoid this problem in the future. After several minutes, the roles were changed and the interview done again. Interviews were

not preformed individually in front of the whole class but the teacher walked around the class and listened to her pupils, so it was not necessary.

The next part of the lesson was dedicated to the topic of a healthy lifestyle. No vocabulary was presented here as children knew the vocabulary of food and so on from the seventh class. The teacher handed pieces of a hard paper on which the children wrote their names. The task was to write down their menus per day. They supposed to list all the food they eat for breakfast, lunch, snacks, and dinner. Moreover, they should also list what they drink during the day and whether they do some activities.

The cards with the written menu were collected and mixed in a basket that the teacher brought. Each pupil drew back one card with the menu of his/her classmate and they were asked to prepare some comments and advice to the menu as their homework.

After the lesson, the teacher told me, how she will work with the homework during the next lesson. She will ask everybody whose menu they commented and according to it, she will pair their microphones and headphones with the use of a special programme on her computer. Then, the children will be able to call the one whose menu they drew and tell him/her the comment and advice prepared. The interviews will not be performed in front of the whole class as the teacher has the ability to enter all calls and listen to them with the use of her computer and her own headphones.

12.2 The Interview

12.2.1 Vocabulary Selection

During the interview, I asked the teacher according to which criteria she chooses the vocabulary that is about to be taught. She told me that the main criterion for vocabulary selection is vocabulary lists in the course books. She always covers the vocabulary in the course book and she also adds some extra words. In this case, she decides according to her opinion of which words are important for children to know.

12.2.2 Crucial Aspects of Vocabulary Presentation

The most important thing during vocabulary presentation is paying attention to the correct pronunciation. The children have to hear the word being pronounced correctly so they will be then able to repeat it correctly. If children hear the incorrect pronunciation they could remember it and later it is a problem for them to reteach it. For this teacher, another important aspect to focus on is the written form. She told me that since the sixth class at the elementary

school the children have been required to write English words a lot so the written form has to be presented and comprehended.

12.2.3 Vocabulary Presentation Methods

As methods of vocabulary presentation, the teacher very frequently uses visual aids. In her case, the most often used visual aids are Powerpoint presentations with pictures and photographs or printed pictures where children can write the words. She does not use flashcards but the brainstorming activity is also a usual method of the vocabulary presentation (but especially in cases where the teacher thinks that children could have some quality base). Sometimes they read short texts in which the target vocabulary appears and therefore is introduced in the context.

12.2.4 Vocabulary Practice Methods

For the practice, the teacher uses some pattern practice exercises in students' workbooks as well as pattern practice exercises and decision making tasks such as matching or selecting activities prepared by the teacher as a kind of worksheets. She very frequently uses completion tasks such as gap-fills during which children have to fill correct words in spaces in sentences. Crosswords are used as well. The teacher is also very inclined to using didactic games as a kind of practice. She very often plays Charades or Guess who with her students who enjoy all kinds of games.

12.2.5 Vocabulary Testing Methods

Tests checking the vocabulary knowledge are in most cases in the form of written tests in the case of this teacher as the classes are large and the written form of testing is the most effective way.

12.2.6 Aspects Focused on During Vocabulary Testing

During the testing, she mainly focuses on the written form but she told me that in her classes there are also some students who are not able to learn the spelling properly, so she accepts the wrong spelling in their cases. She told me that for her, the most important thing is that children know the word in general.

12.2.7 Tasks Used in Vocabulary Tests

Her vocabulary tests include tasks such as fill-in tasks, matching tasks where children match a picture with a correct word but in most cases, she uses simple translations either from Czech to English or the other way around. She told me that this method of testing is the most frequent one as for the children, definitions are too difficult and they like this type of testing more than some more interesting methods such as matching or gap-fills.

13 Teacher 6

13.1 The Observation

13.1.1 The School

The next school I visited is a city school in Jihočeský region of the capacity for 500 pupils. Among the school's priorities, English language teaching since the first grade belongs as well as special English classes and the support of English language competitions.

13.1.2 The Teacher

The teacher that let me visit her English lesson is a 24 years old woman with just three months of the teaching practice.

13.1.3 The Seventh Class

The class she took me with her to was the seventh class composed of 13 pupils and the English lesson I observed was a double lesson.

At the beginning of the lesson, the teacher introduced the topic and the vocabulary that the children would learn that day which was the vocabulary of verbs connected with cooking.

13.1.4 The Stage of Presentation

The presentation was done by the meaning-first method when the teacher was using visual aids. The words were presented through a Powerpoint presentation where there were only pictures in the beginning. The pictures were projected one by one. In the cases, when it was clear from the picture, which word is presented, the teacher immediately pronounced the word aloud and children were repeating after her in chorus. Sometimes children knew the word (e.g. to peel) so the teacher let the one who knew to pronounce the word aloud. Then she repeated it after him/her and the whole class said the word in chorus. When some confusing vocabulary appeared (e.g. to chop, to slice and to cut) the teacher explained the difference with the help of pantomime. After the presentation of the meaning and the spoken form, the written form was presented. In this phase, each picture appeared one more time and the children were asked whether they remember the English words. After several seconds, the written form appeared and children were supposed to write the word down to their dictionaries.

All words were projected one by one several times and the children were saying their English equivalents. Sometimes, when the teacher felt it would be helpful she added some pantomime (with the word *squeeze*).

13.1.5 The Stage of Usage and Practice

The stage of usage was skipped as the teacher moved right to the vocabulary practising. As the first activity, the teacher handed photocopies with a matching activity. The children were connecting the name of the verb with the corresponding picture individually for several minutes. The whole activity was checked together in a way that the teacher projected the photocopy on the whiteboard and was pointing to the pictures. Children in chorus were saying the English names. Then the teacher told children to stick the handout to their exercise books. Next practising activity was another handout, this time including words with mixed up letters. Children's task was to unscramble the letters and match them with corresponding pictures as well. The difference between these two handouts was that the first handout focused more on the meaning while the second one started to focus also on the written form, which was the teacher's intention. The handout check was done in the way that the teacher was picking up some pupils who were supposed to read the unscrambled words one by one at first. Then, in the second round, the teacher was pointing her finger on pictures on the handout projected on the whiteboard and children in chorus were saying the names of the cooking activities.

The second part of the double lesson was dedicated to the practising of this set of vocabulary. Also, new vocabulary concerning table crockery was presented.

13.1.6 The Stage of Presentation

This new vocabulary was presented in the same way as the set of cooking verbs. So, the meaning-first method was used with the help of the Powerpoint presentation in which firstly, only pictures were presented. Each time, the teacher clearly said the spoken form and the children were repeating after her. In the second round of the vocabulary presentation, the pictures were projected one more time but now, the written form appeared below them, the children pronounced the word one more time and wrote the word down to their dictionaries. For the end of the vocabulary presentation, the set of pictures was shown one more time and children were in chorus saying words' Czech equivalents.

13.1.7 The Stage of Usage and Practice

The stage of usage was skipped as the practice started with a matching activity done with the help of the interactive whiteboard. On the whiteboard, the teacher projected a picture of a set dining table with all table crockery. Next to the picture, there was a column with a list of English words naming the crockery. Pupils were challenged to come to the whiteboard one by one and put the correct word from the column on the correct piece of crockery. The one who was matching the word was also supposed to pronounce it aloud and to say the Czech translation of the word. The vocabulary practice continued with didactic games. Each pupil drew a list of ten words, while each one of them had different words on his/her list. In these lists, there was a mix of all cooking verbs and kitchenware they learned during this double lesson. The children made pairs and their task was to act out the words on their lists without saying a word to their partners who were supposed to guess the word. In case that the word acted out was not guessed at all, the pair had to write a minus point on their cards. There were two winning pairs in the end. The one winning pair was the one that guessed all words in the shortest time and the second winning pair was the pair with the highest number of points. Another game and the last activity during the lesson that was played with the purpose of practising new words was done with the use of flashcards. The teacher let students sit in their places and was showing flashcards with pictures of cooking verbs and crockery while children were saying English names of these words in chorus. After this short warm-up and ensuring that children understand the pictures, the teacher divided the class into two teams and spread all the flashcards on the floor and furniture around the class. Both teams created two queues along the classroom and they were competing in pairs (one pupil of each team). The teacher said: “*find a...*” and the game was started. The one of the competing pairs who found the picture as the first and brought it to the teacher gained a point for his/her team. The winner was the team with a higher number of points.

13.2 The Interview

13.2.1 Vocabulary Selection

During vocabulary selection, the teacher chooses words to be learned mainly according to the school educational programme and her own thematic plan. So, in other words, the teacher chooses words mainly according to course books. She also adds some vocabulary that she finds important or also the words she encountered during, for example, reading

activity or listening activity with her pupils. She added that sometimes when she has some good and elaborated material from her previous learning during the teaching practice done during her studies, she is glad to present it and therefore to add the words including to the list of words that will be taught.

13.2.2 Crucial Aspects of Vocabulary Presentation

During the vocabulary presentation, the teacher finds understanding the meaning the most crucial moment. She told me that she really tries to get her pupils to understand the word fully, what the word means in Czech and for that, she uses a lot of projected pictures, flashcards and she herself acts the words out with the use of pantomime very often. As for the form, for this teacher the written form is not so important as the spoken form, so she concentrates mainly on the correct pronunciation from her side as well as from the side of the pupils.

13.2.3 Vocabulary Presentation Methods

For vocabulary presentation, the teacher uses mainly the methods using visual aids such as Powerpoint presentations with pictures, photos and flashcards while both methods are accompanied by using gestures, mimics and acting. Sometimes, when the children are already familiar with the topic from previous years, she uses brainstorming methods where both forms of these methods, the written and the spoken are used. Among older pupils, she sometimes uses saying English definitions to present the meaning.

13.2.4 Vocabulary Practice Methods

The stage of practice is with this teacher mainly done by prepared worksheets where there are some matching tasks and indentifying tasks during which the pupils' task is to unscramble the letters given to find out a word. Very often she uses didactic games such as pantomime or competitions such as the one during which everybody in the class is standing and the teacher is saying Czech or English words and the one who says the correct equivalent the fastest can sit down. For the practice, she also uses some reading activities with tasks where the target vocabulary occurs.

13.2.5 Vocabulary Testing Methods

For vocabulary testing, the teacher uses only the written form of the testing. She added that oral testing is done only with children with specific educational needs.

13.2.6 Aspects Focused on During Vocabulary Testing

During the vocabulary testing, she mainly focuses on the correct spelling and the meaning. These two aspects are equally important for her during testing. As for the spelling, she tolerates some minor mistakes when she finds the word difficult. When she sees that the pupil is able to at least write the spoken form, she rates it as half of the point. The meaning is important for the teacher, so it is frequently tested in her tests but she told me that of course, sometimes there are some so-called mechanical tests used during which the children do not necessarily have to understand the meaning for getting the correct answer. By this type of test, she means those for testing, for example, the creation of a plural form.

13.2.7 Tasks Used in Vocabulary Tests

The tasks appearing in this teacher's tests are in most cases some matching tasks where children are matching words with pictures. She frequently uses also fill-in tasks during which pupils have to fill-in missing words into sentences (during which they have to frequently decide between two alternatives, e.g. whether the word missing will be an adjective or a noun) or multiple choice tasks where they have options of different (but with the same part of speech) words. She told me, that she personally tries to avoid translations in both ways. She does not like translating words without context so she chooses such tasks where also the meaning is included. On the other hand, she added, that for children with some specific problems as mentioned above, this type of task is the best so if necessary, she uses this vocabulary testing method with them.

14 Teacher 7

14.1 The Observation

14.1.1 The School

The last school I visited for the survey is a city school in Jihomoravský region visited by approximately 350 pupils. Pupils in this school are always divided into two groups for lessons of a foreign language. The school used to be united with an international school for foreign students in a neighbouring building. After several years the two buildings were separated and the international school became a private school with a different headmaster. Many teachers who taught English there moved to this state school. This was also a case of the teacher whom I was observing.

14.1.2 The Teacher

Teacher 7 is a 40 years old woman with 18 years of teaching practice. She has been teaching in this school the whole time. The teacher has completed degree in education.

14.1.3 The Sixth Class

The class I visited there was the sixth form including 11 children for the English lesson. At first, the whole class was sitting a test during which everybody sat alone in his/her desk. After the test, the teacher did not introduce the topic of the lesson but moved immediately to the pre-learning activity which was a discussion about the picture projected on the whiteboard. The picture was presenting a cat called Garfield and children's task was to discuss what they know about the cat's life. Subsequently, the teacher answered some additional questions about Garfield such as where he lives and with whom he lives. She ended this activity by saying that Garfield has an interesting life as he does many different things during the day.

For the next activity, the teacher divided the class into four groups and each group was given cards that they were supposed to deploy on the desk. The cards were showing Garfield's activities during the day and the pupil's task was to put the cards into the correct order from activities he does after he wakes up until he goes to bed again. The teacher mentioned that there is not only one correct order, that it is up to children to arrange Garfield's daily routines according to their opinions which they should discuss in the group.

The completion of this activity took a really long time as children seemed to me more relaxed and with not so good competency in the English language as in other schools I visited before.

The teacher moved around the class and stopped by every single group. She wanted to hear Garfield's daily schedule with paying attention to the –s ending in the third persons present simple. After that, the children were summoned to present their Garfield's day aloud for the rest of the class and to compare the differences between different versions of Garfield's schedule.

After this activity, which I understood as a kind of pre-learning activity that should prepare children for the presentation of the new vocabulary, teacher's questions followed. The teacher asked the whole class about their days. If it is the same as Garfield's or what they do differently than Garfield during the day. Because the children were not responding, the teacher started by saying 'I wake up and brush my teeth' and challenged the first pupils in the row of desks to continue. In this way, when each pupil said one activity that follows the other until they reached 'I go to bed', the already known vocabulary was repeated.

14.1.4 The Stage of Presentation

The teacher introduced the new topic which was activities that we can do at home during the day. This was at the same time the newly presented vocabulary.

The already known vocabulary was revised by a brainstorming activity during which the children were supposed to say activities that came to their minds. Several names of activities were said and the teacher wrote them down to the board. After children were run out of ideas, the teacher started to introduce the new ones that were supposed to be learned today. The presentation of the totally new vocabulary was done by the meaning-first method as the teacher was miming the activities (such as mopping the floor, making a bed, etc.) and subsequently, she was saying Czech words and children were trying to translate them (such as washing the dishes, vacuuming, etc.) Each time the teacher pronounced the word, not demanding the chorus repetition and wrote the words down on the board.

The activity that followed was focused on the spoken form presentation. The children should open their course books on a page where pictures of housework activities were presented. The teacher played a tape and said to her pupils to listen and repeat words from the tape. The children were repeating the words in chorus each time the word on the tape was played. Subsequently, the words were read one more time together. The pupils were altering in reading while each of them was reading three words. When the children encountered some

difficult words during the reading, the teacher pronounced it aloud one more time and children repeated after her.

14.1.5 The Stage of Usage and Practice

After the presentation, the teacher skipped the stage of usage and moved directly to the stage of practice which was at the same time the last activity during this lesson. Children were supposed to close their course books. The teacher stood in front of the board and summoned one child of her choice to come forward. She showed him/her the page in the course book with the pictures and pointed to one of them. His/her task was to act the word for the rest of the class who was guessing which housework activity was being acted. As a help, the teacher left words written on the board from the previous activities.

14.2 The Interview

14.2.1 Vocabulary Selection

The first question concerning the selection of vocabulary was answered without hesitation. The teacher selects words that are about to be taught only according to the vocabulary list in the course books. She told me that she does not add any other words to the vocabulary list on purpose. The only case she decided to add some new words to children's dictionaries is when they encounter it during listening or reading activities and children are supposed to write it down to the backside of their dictionaries.

14.2.2 Crucial Aspects of Vocabulary Presentation

As for the moments of vocabulary presentation that the teacher considers the most essential, the context is in the first place for this teacher. She tries to present the least vocabulary as she tries to elicit the words out of her students. She considers context, meaning and the usage to be the most important things to present as she considers the pronunciation at the elementary school as unimportant.

14.2.3 Vocabulary Presentation Methods

For the vocabulary presentation, the teacher uses mainly visual aids methods such as projecting pictures, photos, videos and showing flashcards. She frequently uses brainstorming activities and very often she presents words by just reading them directly from the vocabulary lists in children's course books.

14.2.4 Vocabulary Practice Methods

From the methods used for the vocabulary practice the teacher mentioned matching tasks, crosswords, games, prepared worksheets, sorting out tasks, word searches, and the pupils' workbooks.

14.2.5 Vocabulary Testing Methods

As for testing, the teacher prefers the oral form of vocabulary testing. She told me that sometimes she prepares a test checking the vocabulary knowledge at the beginning of the lesson but most frequently in her case the vocabulary is tested orally. When tested in a written way, the teacher prepares two types of tests. The former is prepared for children with special educational needs and the latter is prepared for the rest of the class.

14.2.6 Aspects Focused on During Vocabulary Testing

The aspects she focuses on during the testing is only meaning. She does not consider pronunciation to be important as each person has his/her own accent and so the pronunciation cannot be uniform.

14.2.7 Tasks Used in Vocabulary Tests

During the oral testing, the 90% of tasks are in the form of translation from the mother tongue or the other way around. In written tests, the teacher also frequently uses translations or matching tasks.

15 The Observations Summaries

This chapter includes a recapitulation of teachers' responses obtained during the interview. The purpose is to present a well-arranged overview of the particular teachers' responses. For that reason, the responses are presented in the form of seven tables each of which summarizes responses of the particular teacher.

Table 1: Teacher 1

Vocabulary selection	Course book Additional material
Crucial aspects	Pronunciation
Presentation methods	Brainstorming Flashcards Videos
Practice methods	Looking up the words in text Opposites forming Sorting out Games Workbooks
Form of testing	Written
Aspects tested	Written form
Tasks used in tests	Translations Definitions

Table 2: Teacher 2

Vocabulary selection	Course book Additional material
Crucial aspects	Pronunciation
Presentation methods	Flashcards Photos Videos Vocabulary lists Reading comprehension
Practice methods	Games Competitions Workbooks
Form of testing	Written Spoken
Aspects tested	Written form Oral form
Tasks used in tests	Translations Odd one out Definitions Sorting out Multiple choice

Table 3: Teacher 3

Vocabulary selection	Course book Additional material
Crucial aspects	Pronunciation
Presentation methods	Brainstorming Vocabulary lists Writing on board Photos
Practice methods	Games Workbooks Matching Gap fills Scrambled letters
Form of testing	No testing of isolated vocabulary
Aspects tested	Usage Meaning
Tasks used in tests	Reading comprehension

Table 4: Teacher 4

Vocabulary selection	Course book Additional material
Crucial aspects	Pronunciation Context
Presentation methods	Brainstorming Using words in context Vocabulary lists
Practice methods	Workbooks Games Role play Interview Gap fills
Form of testing	Written Oral
Aspects tested	Pronunciation Grammar of vocabulary
Tasks used in tests	Translations Definitions

Table 5: Teacher 5

Vocabulary selection	Course book Additional material
Crucial aspects	Pronunciation Spelling
Presentation methods	Powerpoint presentation Brainstorming Using word in context
Practice methods	Workbooks Gap fills Crosswords Games
Form of testing	Written
Aspects tested	Written form
Tasks used in tests	Gap-fills Matching Translations

Table 6: Teacher 6

Vocabulary selection	Course book Additional material
Crucial aspects	Meaning Spoken form
Presentation methods	Powerpoint presentation Pictures Photos Flashcards Pantomime Brainstorming Definitions
Practice methods	Matching Scrambled letters Games Competitions Reading comprehension
Form of testing	Written
Aspects tested	Written form Meaning
Tasks used in tests	Matching Gap-fills Multiple choice

Table 7: Teacher 7

Vocabulary selection	Course book
Crucial aspects	Context Meaning
Presentation methods	Pictures Photos Videos Flashcards Brainstorming Vocabulary lists
Practice methods	Matching Crosswords Games Worksheets Sorting out Word searches Workbooks
Form of testing	Oral
Aspects tested	Meaning
Tasks used in tests	Translations Matching

16 The Observations Results

This chapter summarizes the whole research done and provides comment and most importantly the comparison of the theory stated in literature with the reality taking place at schools.

In the beginning, a table that presents all responses stated by the teachers during the interview and their exact number are presented. The responses are ordered from the most frequent to the least.

What follows is a detailed summary of the observation results and their comparison with the theory described in the theoretical part of the thesis.

Table 8: The Observations Results Overview

THE QUESTION	THE RESPONSE	THE TOTAL NUMBER OF RESPONSES
Vocabulary selection	Course book	7
	Additional material	6
Crucial aspects	Pronunciation	6
	Context	2
	Meaning	2
	Spelling	1
Presentation methods	Brainstorming	6
	Visual aids	6
	Vocabulary lists	3
	Using words in context	3
	Writing words on board	1
	Pantomime	1
	Using definitions	1
	Practice methods	Games
Workbooks		6
Matching		3
Gap-fills		3
Sorting out		2
Competitions		2
Scrambled letters		2
Crosswords		2
Reading comprehension		2
Word searches		1
Opposites forming		1
		1

	Looking up the words in text Role plays Interviews	1 1
Form of testing	Written Written and oral Oral No vocabulary testing	3 2 1 1
Aspects tested	Written form Meaning Spoken form Usage Grammar of vocabulary	4 3 2 1 1
Tasks used in tests	Translations Definitions Matching Multiple choice Fill-in Odd one out Sorting out Reading comprehension	5 3 3 2 2 1 1 1

16.1 Selection of Vocabulary

As for the vocabulary selection, all teachers I observed and carried out an interview with do not select vocabulary to be taught on their own as recommended by authors in the theoretical part. Every teacher I observed follows the vocabulary lists attached to their pupils' course books. The problem with this practice could be when the teachers are using course books that are not of high quality. In such course books vocabulary could be selected without considering the most important criteria of vocabulary selection.

Another problem with these vocabulary lists is that they overlap and children are learning the same vocabulary over and over. This problem was confirmed by the vast majority of teachers. Their solution is to present some additional vocabulary. Although teachers add more vocabulary, the criteria according to which they do so do not match the criteria mentioned by the authors in the theoretical part of the thesis (such as frequency, coverage, cultural factors, needs, level, expediency, concreteness, and proximity).

The interview showed that teachers indeed think about whether the word added is useful and close to pupils' interests but they, in general, do not pay much attention to other criteria mentioned.

16.2 Aspects of Vocabulary

From the part preceding we know that knowledge of a word includes many aspects. From these many aspects, the authors agreed that three of them are the most important and therefore should be learned by the foreign language student. Among these the knowledge of meaning, the knowledge of form (spoken and written) and the knowledge of how to use the word belongs.

During the interview, I asked teachers which aspects they personally consider the most important to present. From the answers, I learned that the majority of teachers consider pronunciation as the most important aspect. These teachers, in general, do not consider the written form as important. Only a few of them mentioned the written form as being an important aspect as well as understanding the meaning or the ability to use the word in context. This reality of the pronunciation being considered as almost the only important aspect of vocabulary appeared to be a great problem during the stage of testing that will be commented on later.

16.3 Organisation of Vocabulary

In the theoretical part, we also learned that vocabulary should not be presented randomly but with an order. In the case of all teachers observed this point was fulfilled successfully. The teachers do not present vocabulary randomly but always in semantic fields. This is mainly given by the fact that they follow the course books where the division into semantic fields is common.

16.4 Vocabulary Teaching

As for the process of teaching vocabulary, it was previously mentioned that the vocabulary teaching process is composed of three parts – the presentation, the usage, and the practice. The authors warn that it is very important that all three stages are covered during a lesson and none of them is omitted.

From the observations, I found out that in reality this, according to authors, the essential thing, is not accomplished.

16.4.1 Presentation of Meaning

The first stage, the stage of presentation including the presentation of meaning and the form was always present.

In general, the teachers mainly prefer the form-first method to the meaning first-method. We learned that it actually does not matter which form the teachers use to present the new vocabulary. However, in the case when it is possible that learners are familiar with some vocabulary, the meaning-first method should be used more regularly. In many cases, this opportunity to let children guess the word was not offered.

In cases when the vocabulary was presented by the form-first method, the majority of teachers presented the written form prior to the spoken form.

Among methods that are most frequently used by teachers for new vocabulary presentation, are methods of brainstorming. This method enables teachers to find out which vocabulary is already known and therefore serves mainly as a method of revision.

From the interviews, I found out that for the presentation of meaning teachers do not use a wide variety of methods. They mainly use methods without translation from which the method of visual aids belonging among non-verbal methods is being used the most times. From this method, the teachers use mainly flashcards and photos. Also, showing videos is popular.

From the non-verbal methods, the teachers do not usually use other methods such as miming, acting or bringing physical demonstrations. The method of showing physical demonstration is difficult for teachers but in the case of the topic *Food and drinks* that was presented it would be possible.

From the verbal methods belonging still to the category of methods without translation the teachers sometimes use the method of using the word in context. One teacher also uses the method of saying the definition of a word as the method of presenting the meaning. The authors agree that this method belongs among the most useful ones together with using visual aids but they warn that it can be only used with children that are competent enough to understand the definitions. From what I saw during the class, children were not competent enough and to understand the definitions was difficult for them even when they were provided with a clue (a table of the defined words above). Therefore, despite being listed among the most useful methods, in this case, it proved rather ineffective.

Nevertheless, the method of using visual aids that is according to interviews used on the daily basis is judged as the most effective one and therefore we can conclude that teachers, in general, use effective methods for presenting the meaning.

16.4.2 Presentation of Form

As for the presentation of the written form, in practice, the teachers use the technique that is judged as the most frequent one even by authors – the word is written on the board. Authors also talk about the method of presenting the written form by giving learners lists of vocabulary which is again a common thing among teachers observed.

The spoken form is mainly presented by the oral drills which belong among the most essential methods of the spoken form presentation. Listening drills during which the teacher pronounces the word slowly, carefully and multiple times and that are considered essential too were not used in any class I observed.

At this point I can say that teachers in many cases during the interview contradicted themselves as they told me they consider pronunciation as being the most crucial aspect during the vocabulary presentation to focus on but in reality, they did not pay much attention to it. Not only oral drill during which the learners repeat words after the teacher but also the listening drills are essential for the perfect pronunciation. Also, a paradox is that the teacher that considers pronunciation at the primary school unimportant demanded a chorus repetition of the new vocabulary multiple times.

What I also concluded from the observations is that among young teachers with just a few years of teaching practice it is common to use Powerpoint presentations with pictures as they are maybe used to creating presentations from their recent university lectures. On the other hand, among older teachers more popular kind of the visual aids method is using flashcards or showing individual photos and pictures in the class.

16.4.3 Usage

The stage of usage should follow the stage of presentation. All authors consider this stage essential. They say that learners have to know how the word is used in language and that it has got multiple uses, not only one. This stage is also very important as it helps learners to personalize the word and so this stage should not be omitted.

In practice, it seemed that teachers do not share the opinion about the stage of usage being essential as in many cases this stage was omitted completely or overlapped with the stage of practice.

In cases where the stage of usage was not skipped or did not overlap with the stage of practice, the teachers used methods mentioned by authors in the theoretical part of the thesis. These were mainly asking questions. The questions accomplished, according to authors, important requirements of being real and short. Instead of learners trying to come up with their own question as another method of usage listed by authors, one teacher let children use the word in a sentence, which is equally correct. With the same teacher, the method of association network was done.

At this point, one teacher contradicted herself when telling me that context is the most crucial aspect for her to teach but during the lesson, this stage was skipped.

16.4.4 Practice

The stage of practice is the last step of the vocabulary teaching process and as well as in the other two stages, equally important. This stage was present in every lesson I visited. The difference between reality and the theory described in the thesis is that the teachers, in general, do not follow the pattern controlled drills – guided practice. In the vast majority of lessons, I observed, the controlled drills included in pupils' workbooks followed other practising activities such as games, etc.

The authors describe some criteria that each quality practice should have. As for the criterion of validity, from what I observed and what teachers told me, the vocabulary practice activities they use in their classes are valid as they really practice the target vocabulary.

In the case of the criterion called pre-learning which says that learners should practice only things that were properly learned I am not sure whether this criterion is accomplished in practice. This was caused by the fact that the controlled drills were done after the guided practice and games and therefore many times I had a feeling that children need to acquire the vocabulary more before starting to play games.

As for the success orientation, almost all practising activities I observed were providing children with an opportunity to succeed. Two teachers use a practice activity during which, in my opinion, children are under the stress and I would say that this activity is the right opposite of the success orientation criterion. The activity is the one during which the one who translates a word as the first may sit down.

The criterion of the teacher's assistance that should help learners to successfully compete for the task was in the vast majority of cases fulfilled as teachers walked around the class and gave help if needed.

The last criterion of a successful practice, the criterion of interest meaning that children should find the activity attractive and not boring was fulfilled as well. The children seemed to be enjoying all activities during the stage of the practice that teachers prepared.

From the methods of practice listed by authors, the teachers in all cases use didactic games most frequently. The teacher from the grammar school told me that in that kind of school it is not common to practice vocabulary through games, so she does not use them very often. She told me that grammar schools prefer reading comprehension and a lot of speaking activities during which the target vocabulary has to be used (such as interview or role plays). On the other hand, all teachers from the primary schools listed using games in the first three places. The teachers mentioned that their pupils really enjoy the games but from the interview, I had a feeling that the teachers have a few favourite games for the vocabulary practice that they play almost every time. It is then possible that children will be bored by the same games and the effectivity will lower just as the authors in the theoretical part warn.

Except for games, from the three groups of practising categories the teachers mentioned word searches and looking up the words in a text which both belong among decision making tasks. Multiple times listed activities used as practice during lessons the teachers also mentioned matching activities and sorting out activities that both again belong to the category of decision making tasks. From the category of production tasks, gap-fill activities were mentioned several times.

16.5 Vocabulary Testing

During the research, my focus except for vocabulary teaching was also on vocabulary testing. I paid attention to the formal type of formative assessing – testing.

16.5.1 The Way of Testing

The results of the survey showed that almost a half of teachers test vocabulary in only written way, one of them tests on the contrary, only in the spoken way, in grammar school,

the teacher does not test isolated vocabulary at all and only two teachers of the seven in total test vocabulary in both ways equally. The way of vocabulary testing that happens in the observed schools is generally not correct as we mentioned that for understanding the word the learner needs to know at least three aspects of the word – the form, the meaning, and the use. When vocabulary is tested in only one way, all these aspects learned do not have a chance to be checked.

Moreover, I get to the point I mentioned above. Many teachers contradict themselves in interviews. Those who answered that they consider the pronunciation as the crucial aspect to be presented test vocabulary in the written way only where the pronunciation cannot be tested.

16.5.2 Aspects Focused on During Testing

The same problem is with the answers to my question concerning which aspects of vocabulary teachers focus on during the testing. The vast majority of teachers focus in their tests on the written form. Those, who test vocabulary in both ways, written and oral, focus equally on the spoken form and the written form. There again is a contradiction with teachers who answered they do not consider the written form important but their tests mainly focus on it. Many times, the teachers then added that the written form that is mainly tested is in fact really not important for them but it is just the most effective way of testing. Three teachers mentioned meaning as an important aspect they focus on during the testing as well. All these teachers do not contradict themselves as they mentioned that they use reading comprehension or matching tasks in their tests and all of these tasks check understanding the meaning.

16.5.3 Tasks Used in Tests

The types of vocabulary tests and the most useful techniques for vocabulary testing listed by authors in the theoretical part of the thesis does not match the types of tests and techniques used in reality.

The vast majority of teachers use simple translations for the testing. This is definitely not a good approach because children lack the context and just mechanically translate words. This, of course, affects their vocabulary knowledge as they may not know how to use the word and maybe do not try to think about it during their home preparation as they know that the tests are always about simple translations.

In general, the types of tasks used by teachers in their vocabulary tests seemed to me a little bit unelaborated. The majority of teacher use the translations mentioned and definitions with filling in the described words in both ways of testing, the oral and the written. An equal number of teachers that mentioned using definitions mentioned also using matching activities. But they use them mainly with younger learners. A very small number of teachers uses different types of tasks such as multiple choice, the odd one out, sorting out, etc. in their tests which I personally think is a pity because these kinds of tasks are way enjoyable for children than simple translations (even if one teacher claimed her pupils enjoy translations the most).

16.5.4 Criteria of a Good Tests

During the interview, I asked the teachers about their tests as described above and also asked them to look at a few vocabulary tests they have prepared for their pupils to see whether these tests fulfil the criteria of a good test described in the thesis. From the tests I saw and the answers gained from the interview, I can say that their tests are valid in general. They truly test what is intended to be tested. In my opinion, all their tests are also reliable and objective. The criterion that in general was not fulfilled at all was the criterion of authenticity. The teachers in the vast majority of cases use translations from the mother tongue or the other way around which is definitely not a task that resembles an authentic situation. The tests using only translation are also not accomplishing the criterion of discrimination as they cannot differentiate well the test-takers. The interactiveness is not met either as in most cases the vocabulary tests include only tasks based on the translation. The criterion of the wash-back effect is fulfilled, although as I mentioned above the problem is that children could learn only the written form of the word and neglect other aspects as they know that the test is testing only this aspect.

17 Conclusion

The theoretical part of this thesis aimed to cover the issue of the vocabulary teaching process. In the first part of the thesis, the importance of vocabulary was explained as well as what vocabulary is composed of, to point out that the vocabulary does not only include individual words but also larger lexical items.

The next chapter of the theoretical part covered the stage before teaching the vocabulary itself. The chapter described how many words should be learned, which criteria should teachers consider while choosing vocabulary, which aspects knowing the word includes and how vocabulary should be organized before starting the process of vocabulary teaching. The rest of the first half of the theoretical part was devoted to the process of vocabulary teaching. Three most important steps during vocabulary teaching, which are the presentation, usage and practice were described in detail. The thesis mainly focused on the description of possible methods that teachers can use during these three stages of the vocabulary teaching process.

The second part of the theoretical part of the thesis was devoted to another important stage that undoubtedly belongs to the vocabulary teaching process and follows it which is vocabulary testing. A considerable part of this chapter described criteria of a good test that teachers should be aware of while composing their own test where the focus was on validity, reliability, practicality, authenticity, objectivity, discrimination, interactiveness and washback. Also, types of vocabulary tests that exist for testing vocabulary were briefly described. The rest of the second part of the theoretical part was devoted to reasons why teachers test vocabulary and to possible techniques that can be used in tests testing vocabulary knowledge.

The final part of the theoretical part of the thesis included a guideline that could be used by teachers when preparing a vocabulary test.

The practical part was devoted to a survey done at lower secondary school level – forms 6-9 and a lower level of a grammar school. The survey included observations of teachers and their methods used during the three stages of the vocabulary teaching process which are presentation, usage, and practice. The survey also focused on vocabulary testing. Which ways of testing teachers use, on which aspects they focus on during the testing and of which tasks the tests are composed of.

The observations done were supplemented by the interview with the teacher that followed. Thanks to the interview the additional information that could not all be seen during one lesson was found out and due to it, the complete information needed for the survey was gained.

The results of the survey showed that there are some major problems in the process of vocabulary teaching as well as in the process of vocabulary testing.

In the initial part, the research imposed that teachers do not know or do not respect the criteria for the vocabulary selection as well as they, in general, do not know or do not consider important other aspects of vocabulary except for the spoken form that was mentioned as the essential aspect by majority of teachers.

In any case, this statement is completely contradictory to what the reality looks like. Although the pronunciation is considered the most important aspect, it is not given particular attention in teachers' classes. However, the biggest paradox is that in most cases the pronunciation is not even tested. The tests focus primarily on the written form of words, which paradoxically the teachers consider less important.

The survey showed that vocabulary is organized suitably in all cases of the classes - by presenting them in semantic fields.

As for the teaching process, it was found that most teachers neglect the very important phase of the vocabulary teaching, which is the usage. This phase is very important for pupils and should definitely not be neglected.

Regarding the first phase of the vocabulary teaching process, the presentation, the survey did not identify any serious problem, despite the fact that teachers are not very creative in choosing vocabulary presentation methods.

The research also revealed that the phase of the practice was always present in vocabulary teaching and, as in the phase of presentation, there was no significant problem found out. It was only revealed that teachers do not follow the order of the practising activities that should be properly ordered from controlled practice exercises to guided practice exercises. However, most teachers use such methods for practicing that meet both the criteria that make the practice a good practice and at the same time they largely correspond to the methods presented by the authors in the theoretical part of the thesis. These methods include the most commonly used didactic games, as well as matching tasks, word searches, sorting tasks, fill-in tasks, etc.

In addition to the vocabulary teaching process that the research considered not very satisfactory for the missing practicing phase, the research also focused on the phase of vocabulary testing, where major problems were identified.

The biggest problem is that teachers in most cases test vocabulary in only one way (the written) and therefore these tests do not sufficiently cover all three important aspects of the word knowledge. At the same time, this finding revealed that a large proportion of teachers contradicted each other in answering a question about the most important aspects of vocabulary. Those who consider pronunciation to be absolutely the most important aspect, in fact, test vocabulary in a written way, which is basically contradictory. At the same time, these teachers stated that their tests focus on the written form of the word, although they previously stated that during the vocabulary presentation they focus primarily on the pronunciation.

As for the types of tests and the tasks they contain, which teachers use to test vocabulary, the reality does not correspond with the theory. The theory outlines many kinds of tests that can be used for vocabulary testing. In reality, however, except for only a few times mentioned matching tests or multiple-choice tests, the teachers use simple translations for the testing. Obviously, this way of testing is not satisfactory, as pupils lack context and translations cannot cover the knowledge of other aspects of words.

The conclusion of the research also brought an evaluation of the criteria that are important for the quality of the test. From the tests that were seen and the answers obtained, it has been established that the tests that teachers use to test the vocabulary are on one side valid, reliable and objective, but they are certainly not authentic, interactive and discriminating. And even though the wash-back effect criterion is met and these tests encourage children to learn, the quality of learning is greatly compromised. It is given by the fact that to pass the test, which in 90% of all cases observed, includes only translations, children need to acquire only the written form of the words and can neglect the rest of the word's aspects.

To conclude, the research done revealed that the teaching and testing process of the vocabulary in real-world does not adequately reflect the literature. This can affect not only the quality of language teaching, but also the motivation of pupils to learn a foreign language at all.

The teachers should include the stage of usage, that is frequently omitted, in the lessons concerning vocabulary teaching and improve the way of the vocabulary testing.

The vocabulary testing should, in the first place, cover all three aspects of knowing the word for which only translations are not enough.

18 Resumé

Teoretická část práce se zabývala popisem procesu výuky slovní zásoby. Začátek práce vysvětlil význam slovní zásoby, z čeho je složena, s úmyslem upozornit, že zahrnuje nejen jednotlivá slova, ale také větší lexikální celky.

Další kapitola teoretické části se zabývala fází před samotnou výukou slovní zásoby. Kapitola popsala, kolik slov by se mělo vyučovat, jaká kritéria by měli učitelé zvážit při výběru slovní zásoby, které aspekty znalost slova obsahuje, a jak by měla být slovní zásoba uspořádána před zahájením procesu výuky slovní zásoby. Tato část práce se věnovala také procesu výuky slovní zásoby.

Následně byly podrobně představeny tři nejdůležitější kroky při výuce slovní zásoby, kterými jsou prezentace, použití a procvičení. Práce se zaměřila především na popis možných metod, které mohou učitelé během těchto tří fází procesu výuky slovní zásoby použít.

Druhá část teoretické části práce byla věnována další důležité etapě, která nepochybně patří do procesu výuky slovní zásoby, kterou je testování slovní zásoby. Značná část této kapitoly se zaměřila na kritéria dobrého testu, kterých by si měli být učitelé vědomi při konstrukci vlastního testu, kde byl kladen důraz na kritérium validity, spolehlivosti, praktičnosti, autentičnosti, objektivity, diskriminace, interaktivity a takzvaného wash-back efektu. V práci byly dále stručně představeny různé typy existujících testů využitelných pro testování lexika. Zbytek druhé části teoretické práce se věnoval také důvodům, proč učitelé slovní zásobu testují, a možným technikám, které mohou být použity při testech ověřujících znalosti slovní zásoby.

Závěrečná část teoretické části práce obsahovala návod, který mohou učitelé využít při přípravě testu slovní zásoby.

Praktická část byla věnována průzkumu provedenému na druhých stupních základních škol a na nižším stupni víceletého gymnázia. Průzkum zahrnoval pozorování učitelů a metod využívaných během zmíněných tří fází procesu výuky slovní zásoby, kterými jsou prezentace, použití a procvičení. Průzkum se zaměřil také na testování slovní zásoby, zejména na způsoby testování slovní zásoby, které učitelé používají, dále na které aspekty se během testování zaměřují a z jakých úloh jsou testy složeny.

Uskutečněná pozorování byla doplněna rozhovory s učiteli, které následovaly po hospitaci. Díky rozhovoru byly zjištěny další informace, které nebylo možné vypořádat během jedné vyučovací hodiny, a díky tomu byly získány úplné informace potřebné pro průzkum.

Výsledky průzkumu ukázaly, že v procesu výuky slovní zásoby i v procesu testování slovní zásoby existují značné problémy.

V úvodní části výzkumu bylo zjištěno, že učitelé neznají nebo nerespektují kritéria pro výběr slovní zásoby, a že obecně nevědí nebo nepovažují za důležité jiné aspekty slovní zásoby s výjimkou mluvené formy, kterou většina učitelů uvedla jako aspekt nejdůležitější.

V každém případě je toto tvrzení zcela v rozporu s tím, jak vypadá realita. Ačkoli je výslovnost považována za nejdůležitější aspekt, není jí ve třídách učitelů věnována zvláštní pozornost. Největším paradoxem ale je, že ve většině případů není testována. Testy se zaměřují především na psanou formu slova, kterou učitelé paradoxně považují za méně důležitou.

Průzkum ukázal, že slovní zásoba je v hodinách anglického jazyka prezentována ve všech případech vhodně – pomocí uspořádání do sémantických polí.

Co se týče procesu výuky, bylo zjištěno, že většina učitelů opomíjí velmi důležitou fázi, kterou je použití. Tato fáze je pro žáky velmi důležitá a rozhodně by opomíjena být neměla.

Co se týče první fáze výuky slovní zásoby, prezentace, průzkum nezjistil žádný závažný problém, i přes to, že učitelé nejsou při výběru metod prezentace slovní zásoby příliš kreativní.

Výzkum také prokázal, že fáze procvičování byla při výuce vždy přítomna a stejně jako u fáze prezentace u ní nebyl zjištěn žádný závažný problém. Odhaleno bylo pouze to, že učitelé nedodržují pořadí procvičovacích aktivit, které mají být správně seřazeny od uzavřených cvičení po otevřená cvičení. Nicméně, většina učitelů používá pro procvičování takové metody, které jednak splňují kritéria zvyšující kvalitu procvičování a zároveň ve velké míře odpovídají metodám uvedených autory v teoretické části práce.

Kromě procesu výuky slovní zásoby, který byl hodnocen jako ne příliš uspokojivý kvůli chybějící fázi procvičování, byl výzkum zaměřen také na fázi testování slovní zásoby, kde byly odhaleny zásadní problémy.

Největším problémem je, že učitelé testují slovní zásobu ve většině případů pouze jedním způsobem (psaným způsobem) a tudíž tyto testy nedostatečně pokrývají všechny tři důležité aspekty znalosti slova. Toto zjištění zároveň odhalilo, že velká část učitelů si protirečila v odpovědích na otázku týkající se nejdůležitějších aspektů slovní zásoby. Ti, kteří považují výslovnost za absolutně nejdůležitější aspekt, ve skutečnosti testují slovní zásobu písemně,

což si v základu odporuje. Zároveň tito učitelé uvedli, že jejich testy se zaměřují na psanou podobu slova, i když předtím uvedli, že při výuce slovní zásoby se zaměřují především na výslovnost.

Co se týče druhů testů a v nich obsažených úkolů, které učitelé k testování slovní zásoby používají, skutečnost neodpovídá teorii. Teorie nám nastiňuje mnoho druhů testů, které lze použít pro testování lexika. V reálu však, kromě pouze párkrát zmíněných spojovacích nebo testů s výběrem odpovědi učitelé testují slovní zásobu pomocí jednoduchých překladů. Tento způsob testování samozřejmě není vyhovující, neboť žákům se nedostává kontextu a překlady nemůžou pokrýt prozkoušení vědomosti dalších aspektů slov.

Závěr výzkumu přinesl také zhodnocení kritérií, která jsou důležitá pro to, aby byl test kvalitní. Z testů, které byly spatřeny a ze získaných odpovědí bylo zkonstatováno, že testy, které učitelé pro testování lexika používají, jsou sice validní, spolehlivé a objektivní, ale rozhodně nejsou autentické, interaktivní a rozlišující. A i když kritérium wash-back efektu splněno je a tyto testy podněcují děti se učit, kvalita učení je značně ohrožena. Je to způsobené především tím, že dětem pro zvládnutí testu, které se v 90% sledovaných případech skládají z překladů, stačí pouze osvojit si psanou podobu a ostatní aspekty slovní zásoby znát již nemusí.

Závěrem bych chtěla shrnout, že provedený výzkum odhalil, že proces výuky a proces testování slovní zásoby v reálu dostatečně neodpovídá tomu, jak uvádí odborná literatura. Tento fakt může ovlivnit nejen kvalitu výuky jazyka, ale také motivaci žáků se cizímu jazyku vůbec učit.

Učitelé by měli do svých hodin výuky lexika zařadit fázi použití, která je často opomíjena a zlepšit způsob testování lexika. Testy by měly především pokrýt všechny aspekty znalosti slova, na což pouhé překlady nestačí.

Bibliography

ALLEN, Virginia French. *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press, 1983. ISBN 0-19-434130-5.

ALDERSON, J. Charles, Caroline CLAPHAM and Dianne WALL. *Language Test Construction and Evaluation*. Cambridge: University Press, 1995. ISBN 0-521-47829-4.

ANDERSON, Lorin W. *Classroom Assessment: Enhancing the Quality of Teacher Decision Making*. Mahwah, New Jersey: Lawrence Erlbaum Associates, 2003. ISBN 0-8058-3602-0.

ANGELO, Thomas A. and K. Patricia CROSS. *Classroom Assessment Techniques: A Handbook for College Teachers*. 2nd ed. San Francisco: Jossey-Bass Publishers, 1993. ISBN 1-55542-500-3.

BACHMAN, Lyle F. *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press, 1990. ISBN 0-19-437003-8.

BACHMAN, Lyle F. and Adrian S. PALMER. *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford: Oxford University Press, 1996. ISBN 0-19-437148-4.

BROWN, H. Douglas. *Language Assessment: Principles and Classroom Practices*. White Plains, New York: Pearson Education, 2004. ISBN 0-13-098834-0.

COUNCIL OF EUROPE. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press, 2001. ISBN 978-0-521-00531-9.

DOFF, Adrian. *Teach English: A Training Course for Teachers: Trainer's Handbook*. Cambridge: Cambridge University Press, 1988. ISBN 0-521-34864-1.

ELLERY, Valerie. *Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. Newark, Del.: International Reading Association, 2005. ISBN 0-87207-561-3.

FISHER, Douglas and Nancy FREY. *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. Alexandria: Association for Supervision and Curriculum Development, 2007. ISBN 978-1-4166-0569-0.

The Framework Education Programme for Elementary Education. Prague: VÚP, 2007. Also available at: http://www.vuppraha.rvp.cz/wp-content/uploads/2009/12/RVP_ZV_EN_final.pdf

GAIRNS, Ruth and Stuart REDMAN. *Working with Words: A Guide to Teaching and Learning Vocabulary*. Cambridge: Cambridge University Press, 1986. ISBN 0-521-31709-6.

HARMER, Jeremy. *The Practice of English Language Teaching*. London: Longman, 1991. ISBN 0-582-04656-4

HEATON, J. B. *Classroom Testing*. London: Longman, 1990. ISBN 0-582-74625-6.

HEATON, J. B. *Writing English Language Tests*. London: Longman, 1988. ISBN 0-582-00237-0.

HEDGE, Tricia. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 2000. ISBN 978-0-19-442172-0.

HOMOLOVÁ, Eva. *Methodology of Teaching English 1*. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2011. ISBN 978-80-557-0278-0.

HUGHES, Arthur. *Testing for Language Teachers*. 2nd ed. Cambridge: Cambridge University Press, 2003. ISBN 0-521-48495-2.

JANÍKOVÁ, Věra. *Osvojování cizojazyčné slovní zásoby: pedagogická, psychologická, lingvistická a didaktická východiska na příkladu němčiny jako cizího jazyka*. Brno: Masarykova univerzita v Brně, 2005. ISBN 80-210-3877-2.

MCCARTHY, Michael. *Vocabulary*. Oxford: Oxford University Press, 1990. ISBN 0-19-437136-0.

NATION, Ian Stephen Paul. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press, 2001. ISBN 978-0-521-80498-1.

OOSTERHOF, Albert. *Developing and Using Classroom Assessments*. 3rd ed. Upper Saddle River, New Jersey: Prentice Hall, 2003. ISBN 0-13-094204-9.

READ, John. *Assessing Vocabulary*. Cambridge: Cambridge University Press, 2000. ISBN 978-0-521-62741-2.

RICHARDS, Jack C. and Willy A. RENANDYA. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002. ISBN 978-0-521-00440-4.

RINVOLUCRI, Mario and John MORGAN. *Vocabulary*. Oxford: Oxford University Press, 1986. ISBN 0-19-437091-7.

SCHMITT, Norbert. *Vocabulary in Language Teaching*. Cambridge: Cambridge University, 2000. ISBN 978-0-521-66938-2.

SHERMIS, Mark D. and Francis J. DI VESTA. *Classroom Assessment in Action*. Maryland: Rowman & Littlefield Publishers, 2011. ISBN 978-1-4422-0837-7.

SLATTERY, Mary. *Vocabulary Activities*. Oxford: Oxford University Press, 2004. ISBN 0-19-442195-3.

THORNBURY, Scott. *How to Teach Vocabulary*. Harlow: Pearson Education, 2002. ISBN: 0-582-42966-8.

UR, Penny. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, 1996. ISBN 978-0-521-44994-6.

WATKINS, Peter. *Learning to Teach English: A Practical Introduction for New Teachers*. Peaslake: Delta Publishing, 2005. ISBN 1-900783-74-6.

Online Sources

Cambridge Dictionary [online]. 2019 [quoted 2019-10-09]. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/vocabulary>

List of Tables

Table 1: Teacher 1	77
Table 2: Teacher 2	77
Table 3: Teacher 3	78
Table 4: Teacher 4	78
Table 5: Teacher 5	79
Table 6: Teacher 6	79
Table 7: Teacher 7	80
Table 8: The Observations Results Overview	81