

Towards the differences between Czech and English vocabulary and their reflection in language teaching

Veronika Hudcová

Bachelor Thesis
2010



Tomas Bata University in Zlín
Faculty of Humanities

Univerzita Tomáše Bati ve Zlíně
Fakulta humanitních studií
Ústav anglistiky a amerikanistiky
akademický rok: 2009/2010

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Veronika HUDCOVÁ**
Studijní program: **B 7310 Filologie**
Studijní obor: **Anglický jazyk pro manažerskou praxi**

Téma práce: **Některé rozdíly mezi češtinou a angličtinou
z lexikálního hlediska a jejich odraz ve výuce jazyka**

Zásady pro vypracování:

Teoretická část

Charakterizujte jazyk z lexikálního hlediska.

Specifikujte rozdíly slovní zásoby v češtině a angličtině.

Popište základní metody výuky slovní zásoby v cizím jazyce.

Praktická část

Porovnejte efektivitu jednotlivých metod výuky na zvoleném vzorku studentů a formulujte doporučení.

Rozsah práce:

Rozsah příloh:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Seznam odborné literatury:

Halliday, M.A.K., Wolfgang Teubert, Colin Yallop, and Anna Čermáková. 2004.

Thornbury, Scott. How to Teach Vocabulary. Pearson ESL; 1st ed., 2002.

Vogel, Radek. Basics of Lexicology. Masarykova Univerzita, 2007.

Hill, Robert J. Robert Jewison. A Dictionary of false friends. Macmillan, 1982.

Ur, Penny. A Course in Language Teaching. Cambridge University Press; 1st ed., 1996.

Vedoucí bakalářské práce: **doc. Ing. Anežka Lengálová, Ph.D.**

Ústav anglistiky a amerikanistiky

Datum zadání bakalářské práce: **7. ledna 2010**

Termín odevzdání bakalářské práce: **7. května 2010**

Ve Zlíně dne 7. ledna 2010



prof. PhDr. Vlastimil Švec, CSc.
děkan



doc. Ing. Anežka Lengálová, Ph.D.
vedoucí katedry

PROHLÁŠENÍ AUTORA BAKALÁŘSKÉ PRÁCE

Beru na vědomí, že

- odevzdáním bakalářské práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, bez ohledu na výsledek obhajoby ¹⁾;
- beru na vědomí, že bakalářská práce bude uložena v elektronické podobě v univerzitním informačním systému dostupná k nahlédnutí;
- na moji bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3 ²⁾;
- podle § 60 ³⁾ odst. 1 autorského zákona má UTB ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60 ³⁾ odst. 2 a 3 mohu užít své dílo – bakalářskou práci - nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování bakalářské práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky bakalářské práce využít ke komerčním účelům.

Prohlašuji, že

- elektronická a tištěná verze bakalářské práce jsou totožné;
- na bakalářské práci jsem pracoval samostatně a použitou literaturu jsem citoval. V případě publikace výsledků budu uveden jako autor.

Ve Zlíně 6.5.2010

Veronika Kuderna

1) zákon č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, § 47b Zveřejňování závěrečných prací:

(1) Vysoká škola nevydělečně zveřejňuje disertační, diplomové, bakalářské a rigorózní práce, u kterých proběhla obhajoba, včetně posudků oponentů a výsledku obhajoby prostřednictvím databáze kvalifikačních prací, kterou spravuje. Způsob zveřejnění stanoví vnitřní předpis vysoké školy.

(2) Disertační, diplomové, bakalářské a rigorózní práce odevzdané uchazečem k obhajobě musí být též nejméně pět pracovních dnů před konáním obhajoby zveřejněny k nahlížení veřejnosti v místě určeném vnitřním předpisem vysoké školy nebo není-li tak určeno, v místě pracoviště vysoké školy, kde se má konat obhajoba práce. Každý si může ze zveřejněné práce pořizovat na své náklady výpisy, opisy nebo rozmnoženiny.

(3) Platí, že odevzdáním práce autor souhlasí se zveřejněním své práce podle tohoto zákona, bez ohledu na výsledek obhajoby.

2) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 35 odst. 3:

(3) Do práva autorského také nezasahuje škola nebo školské či vzdělávací zařízení, užije-li nikoli za účelem přímého nebo nepřímého hospodářského nebo obchodního prospěchu k výuce nebo k vlastní potřebě dílo vytvořené žákem nebo studentem ke splnění školních nebo studijních povinností vyplývajících z jeho právního vztahu ke škole nebo školskému či vzdělávacímu zařízení (školní dílo).

3) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 60 Školní dílo:

(1) Škola nebo školské či vzdělávací zařízení mají za obvyklých podmínek právo na uzavření licenční smlouvy o užití školního díla (§ 35 odst.

3). Odpirá-li autor takového díla udělit svolení bez vážného důvodu, mohou se tyto osoby domáhat nahrazení chybějícího projevu jeho vůle u soudu. Ustanovení § 35 odst. 3 zůstává nedotčeno.

(2) Není-li sjednáno jinak, může autor školního díla své dílo užít či poskytnout jinému licenci, není-li to v rozporu s oprávněnými zájmy školy nebo školského či vzdělávacího zařízení.

(3) Škola nebo školské či vzdělávací zařízení jsou oprávněny požadovat, aby jim autor školního díla z výdělku jim dosaženého v souvislosti s užitím díla či poskytnutím licence podle odstavce 2 přiměřeně přispěl na úhradu nákladů, které na vytvoření díla vynaložily, a to podle okolností až do jejich skutečné výše; přitom se přihlédne k výši výdělku dosaženého školou nebo školským či vzdělávacím zařízením z užití školního díla podle odstavce 1.

ABSTRAKT

Tato práce se zabývá slovní zásobou. Jejím cílem je porovnat užívání vybraných anglických pojmů z lexikologického hlediska s pojmy českými.

Teoretická část se zabývá nejen vybranými anglickými pojmy a jejich porovnáním s českými, ale také všeobecným přehledem metod výuky, faktory ovlivňující výběr metod před jejich užitím ve vyučování, dále vybranými metodami výuky anglické slovní zásoby, a dalšími faktory ovlivňující učení se anglické slovní zásoby.

Dalším cílem bakalářské práce bylo spojit teoretický přehled metod s praktickou částí, která by se zabývala vytvořením dotazníků týkajících se metod učení slovní zásoby. Tyto dotazníky byly vytvořeny a poté předloženy žákům Soukromé střední odborné školy živnostenské Brno, s.r.o. Dalším krokem bylo zpracování výsledků a na jejich základě bylo vypracováno doporučení, které bude k dispozici ostatním učitelům vyučujícím cizí jazyk na této škole. Učitelé tak mohou těchto výsledků využít a využívat právě takové metody výuky, které žáci označili pro ně samé jako nejefektivnější. Využitím vybraných metod tak učitelé mohou dopomoci současným i budoucím žákům dálkového studia k lepším studijním výsledkům v rámci výuky anglického jazyka.

Dotazník je k dispozici v příloze.

Klíčová slova: slovo, výuka slovní zásoby, efektivita učení, metody, motivace.

ABSTRACT

This Bachelor Thesis deals with the English vocabulary. The aim of this work is to compare usage of some chosen English terms with Czech terms from the lexical point of view.

The theoretical part not only analyses some of the chosen English terms with Czech terms but even offers a general overview of methods of teaching, factors affecting choice of the most suitable methods before the teaching process itself, then describes some of the chosen methods that can be used in teaching English vocabulary and treats with other more factors that influence learning, especially learning English vocabulary.

Another target of the Bachelor Thesis was to join the theoretical overview of methods with the practical part that would deal with creation of questionnaires that deal with methods of learning English vocabulary. The questionnaires had been created, then, they were given to the pupils of Soukromá střední odborná škola živnostenská Brno, s. r. o. The next step was elaborating the results and on their basis there was made up a recommendation that will be available to the rest of the teachers teaching a foreign language at this school. Thus the teachers can take advantage of already evaluated results and use just such chosen methods of teaching that had been marked by the pupils as the most effective. By utilization of the chosen methods the teachers can help not only the contemporary, but even the future pupils of distance learning, to get better school results within the scope of learning English language.

The questionnaire is available in the enclosure.

Keywords: word, teaching vocabulary, effectiveness of learning, methods, motivation.

ACKNOWLEDGEMENTS

I would like to thank to my supervisor doc. Ing. Anežka Lengálová, Ph.D., for her guidance, advice and care. Then, I want to express thanks to Ing. Lenka Hrdinová who allowed me to take survey at Soukromá střední odborná škola živnostenská Brno, s. r. o. and at last to my pupils who provided me very important and valuable information for the questionnaires.

CONTENTS

INTRODUCTION	10
I THEORY	11
1 ENGLISH LANGUAGE FROM THE LEXICAL POINT OF VIEW	12
1.1 Word meaning – English words with no Czech equivalents	12
1.2 Czech words with no English equivalents	13
1.3 False friends.....	13
1.4 English proverbs	15
1.5 Writing and usage of borrowings.....	16
1.5.1 English - Czech.....	16
1.5.2 Borrowings from other languages.....	17
1.6 Teaching methods.....	18
1.6.1 Types of methods.....	18
1.6.2 Other methods of teaching.....	19
1.7 Factor affecting choice of the method	20
1.8 Methods of teaching vocabulary in a foreign language	20
1.8.1 Methods of teaching vocabulary used in the questionnaire.....	20
1.8.2 Other methods of teaching vocabulary	24
1.9 Other factors in teaching – learning language	25
II ANALYSIS	26
2 QUESTIONNAIRES	27
2.1 Types.....	27
2.2 Principles of creation	27
3 SPECIFICATION OF RESPONDENTS.....	29
4 METHODS USED	30
5 RESULTS OF SURVEY	31
5.1 Results of separate classes	31
5.2 Chosen group of pupils.....	39
CONCLUSION	40
BIBLIOGRAPHY	42
APPENDICES	44

INTRODUCTION

By reason of travelling, doing various types of business on the international field of trade, or just for the feeling of being well informed with up - to date information from the Internet, for these reasons and furthermore, the English language has become less or more an integral part of our lives.

People start with building up their vocabulary since they are born and to what extent they reach the richness of the vocabulary in their mother tongue or in any other language, it depends on many aspects such as cultural background, the level of achieved education and on other more factors. What is very important is man - motivation. Motivation is a “driving engine” to learning foreign languages or to any other new activity.

Teaching English language is a very exacting work. Teachers have to keep to a strict curriculum and they are expected to choose the most appropriate methods of teaching to help the pupils to absorb the maximum of knowledge. Apparently, it is seems that there are many English guides how to teach English, but there cannot be found any Czech materials or taken researches for Czech teachers to tell them how to teach English, especially English vocabulary, which is one of the corner - stones when you want to have a good knowledge of English.

The reason why I have chosen this topic is that I studied The Secondary School of Education, then Supplementary Pedagogical Education at VUT in Brno and since 2001 I have been working as an English teacher. The last three years I have been teaching English at Soukromá střední odborná škola živnostenská Brno, s.r.o.

The aim of this Bachelor Thesis is to find out and help English teachers to teach the adult pupils vocabulary more effectively on the basis of achieved results from the questionnaires and thereby help the pupils to achieve better educational results at this school or at any other school of the same type. The results of the questionnaires could be applied in teaching other languages.

I. THEORY

1 ENGLISH LANGUAGE FROM THE LEXICAL POINT OF VIEW

According to statistics that deal with utilization of English, this language is used by millions of people around the whole world. In further details, English as a mother tongue is spoken by 400 million people, moreover, English is used as a foreign language by more than 700 million people. English is used as a tool of communication on the scope of business, information technology, navigation or on many other fields of activity. (English language guide.)

Ferdinand de Saussure used for a language in general a French term “*langue*“ that is used among speakers of population, or by other linguists is used a term “*parole*“ which means expressing ideas in an oral way by one person and on a particular topic in a real common situation. (Crystal 1992, 42)

Using a language is always bound with a wide range of vocabulary which is one of the corner stones when people learn any language. Building English vocabulary is not an easy work. Learning new words means working with “minimal free forms” according to the definition of words written by Leonard Bloomfield who said that a “word is the minimal free form.“ whereas an other great linguist Vilém Mathesius defines word as “the smallest independently utilisable segment of an utterance characterised by a certain meaning.“ (Vogel 2007, 15)

Words have a large scale of various forms, functions, then words can have same or a completely different meaning, which can carry a grammatical or an informative message. There are words that sound the same, or similar, but the content is different or such words can be used only in a particular context furthermore, there are some words, English words that have no equivalents in the Czech language. (Thornbury 2002, 12)

1.1 Word meaning – English words with no Czech equivalents

The English language includes some English words that do not have any Czech equivalents, hence English-speaking people are obliged to explain some typical English expressions with no Czech equivalents in other words to non-native speakers.

Enjoy your meal! – this wish before starting eating has no equivalent in Czech, but there is a Czech wish „Dobrou chuť!“ before eating as well but it is said to be equal with a French wish – *borrowing* „Bon appétit!“. (French-Czech dictionary.)

Santa Claus – this term is used at Christmas time and it is known, that this magic person gives presents to people. Regarding a person giving presents to people, this same custom can be found in the Czech republic as well as in the USA, but whereas in the United States of America this person is called Santa Claus, in the Czech Republic is called Ježíšek. The term Santa Claus has no Czech equivalent hence some people who like to accept this American custom, they got used to the original term “Santa Claus“.

1.2 Czech words with no English equivalents

As regards to English words with no Czech equivalents, there are also Czech words with no English equivalents. See the following examples:

The Czech expression *chalupa* is translated into English as cottage whereas the same expression is commonly used for another and completely different type of dwelling *chata*, and this type of housing is not from the architectural point of view totally different but also from the point of view of an occupant. English does not have an expression for the Czech word *chalupa*, its aim is to differ somehow the difference between these two type of dwelling by using a *borrowed expression* from the French language *chalet*, or a *cabin*, but in the Czech language it could be understood as a *False friend* word *kabina* which means in English plane’s cockpit or rather a small room for changing clothes in a swimming pool area.

Other wonderful Czech words with no English equivalents are *špekáček* – a type of sausage for baking above a fire/campfire. *Pomlázka, mrskut* - dyed eggs and some sweets that boys get from girls on Easter Monday. *Vanilkové rohlíčky* - type of Vanilla sweet (little rolls) baked at Christmas. *Šátečky* – a special type of sweet, baked dough in a shape of a triangle with some sweet filling.

1.3 False friends

As people build the English vocabulary they gradually find out that there are some words which they seem to them they already know from their mother tongue, because the pronunciation is very similar to that they know, but in the end they are very surprised, because the words have a totally different meaning in English. These words are called *False friends*. According to linguists, false friends are Nouns that can be found in another

language, they sound or they are written in the same way as in English, but their meaning is different, (Macmillan English Dictionary, 500) as following examples:

English expression	Meaning in English Loose translation	Meaning in Czech Loose translation
actually	Adverb used for emphasizing ideas, or even correcting ideas of someone else (Macmillan English Dictionary, 15)	At the moment
cafe	Building where you can buy refreshment	Drink - coffee
pasta	Various types of food made of dough (spaghetti, tortellini)	Tooth-paste; polishing-paste
fix	to repair something broken	A type of pen for drawing (marker)
conservatory	an annexed glassed-in garden house	Highschool of Music
major	Adj. main; military rank	Only military rank
pan	a dish for cooking	Mr.
pink	type of colour	Interjection used for patball
police	one of the rescue units	shelf
pass	leave on	passport; waist
plot	dramatic involution, storyline of a book	fence
yet	Same usage as "already" but it used in a question	go
agent	A kind of a detective	Always used on the field of police forces (in a film)
villa	Always a type of a house	A type of a house; bind (Verb in 3 rd sng – Past tense)

1.4 English proverbs

Many writers deal with proverbs that enrich the style they use in their books. But not only writers but proverbs are commonly used in every day life. Proverbs are charming and say the truth about human life in poeticized words.

English is rich for proverbs as Czech. Translating English proverbs can be used as a method of teaching new English vocabulary. It can also be found in the enclosed list of methods that were written in the questionnaire.

It is said that proverb gives some advice how to deal with problems in your life.

(Macmillan English Dictionary for Advanced Learners, 1135) Proverb is also explained, that says to people something that is in every sense true. With regard to a word order, proverbs are equal to common phrases where the set of the words you are not allowed to change due to the fact that the order of words is strictly given. What is usually done with proverbs is the speaker says the first half of it, but the second half the speaker omits, from the reason the listener knows the text as the message of the proverb as well so there is no need to say the proverb in full as in the following examples. (Learning language - The flatmates, Language Point).

A bad workman (always blames his tools).

If a man does not know how to fix something, or do something, then there he/she should not try doing it, because he/she has not got enough of talent to do it, moreover it is bad to look for the cause of spoiled work by other people (or in a bad tool). (on Web site Learning language - The flatmates, Language Point)

All that glitters (is not gold).

Sometimes people get the impression that something had to cost a lot of money, but the opposite can be true. People should not trust to everything they see, not every first impression is the right impression. (on Web site Learning language - The flatmates, Language Point).

All work and no play (makes Jack a dull boy).

Everybody, no matter what is his/her job, should relax, enjoy his/her life, otherwise it will be a “working robot”, not a human being with its feelings and places in his/her heart for fun. (on Web site Learning language - The flatmates, Language Point).

You can't teach an old dog (new tricks).

Some people, especially older people do not like the idea they should start doing something in new ways. (on Web site Learning language - The flatmates, Language Point)

Money talks.

Some people have more money and therefore, more power than needy people. (on Web site Learning language - The flatmates, Language Point).

1.5 Writing and usage of borrowings

Enlarging English vocabulary means, time to time, borrowing some words from other languages to express exactly that idea we need. The answer to a hypothetical question why people have been borrowing words from other languages would be that they need to say new information, to say about new findings on the field of technology, biology, gastronomy, from all these reasons they need to broaden their vocabulary to express what they need. (Radford et al. 2000, 255)

1.5.1 English - Czech

There are words that have been borrowed *from English into Czech*. The first word appears on the field of gastronomy.

Hamburger – a kind of sandwich where is used a special kind of sweet round bread whereas British sandwiches have a shape of a triangle and bread does not have to have a sweet taste and does not have to contain fried minced beef as the American hamburger does.

The following two expressions *sms*, *e-mail* can be often heard on television where such terms are often used in promotions for mobile-phones or notebooks. SMS is a short form of “short message sending” and the expression *E – mail* is commonly used in terms of using internet communication, a letter that is being sent via an electronic way

The purpose of usage next two terms as *být in*, *být out*” in advertisement is the purpose of advertisers who want to come closer to people through from their view this kind of “a

modern language” which combines a foreign word with a Czech word. People create such language to become more modern or from the reason to express ideas more quickly to avoid translating the whole expression into their mother tongue. It is usually used among young people who want to be modern so they use such language. The message of the advertisement is, we use your language, your language is good as the goods is, so why not to buy it. Using such language, often called among teachers as Czenglish (English and Czech together) is in advertisements used obviously from the psychological - business reason.

Být in (to be in) – from the semantic point of view is used to express that a man follows some fashion trend. *Být out (to be out)* has the opposite meaning from *Být in*. From Czech into English have been borrowed terms as a *Robot* (created by a Czech writer Karel Čapek in 1920), derived from a word *robota* – work. *Semtex* which is a trademark, or a word *Dollar* – this word has also its roots in the territory of The Czech Republic, this term was used for a silver coin that was made in a town, nowadays called Jáchymov, next has been a word *Polka* – a type of a dance that was created in the 19th century in Czech (Bohemia). (Vogel 2007, 49).

1.5.2 Borrowings from other languages

Many words has borrowed as English from other languages as Czech, where the roots are the same for both languages, but they can differ in suffixes or in changes in spelling or in pronunciation. From the musical field there are many words that have been borrowed from *Italian* for example bravo, musica, pantomime, pausa, serie, solo, tempo, trio, concerto, opera, piano, balcony, giraffe, mafia, pizza, paparazzi. Among others are mainly terms from the field of gastronomy: spaghetti, cappuccino, pizza. From *German* waltz, from *Spanish* alligator, banana, mosquito, from *Portuguese* cobra, marmalade, from *Russian* borsch, vodka, from *Japanese* Geisha, karate, kimono, samurai, sushi, tsunami, from *Chinese* kaolin, ketchup, kung-fu, tea, yin-yang, from *Arabic* terms such alcohol, kebab, from *French* authority, mayor, minister, parliament, advocate, crime, justice, verdict, captain, sergeant, orange. English has taken from the Greek language mainly prefixes and some of the Greek roots such as bios (biology), chromos (chronology), demos (democracy), dynamis (dynamic), geo- (geology), kosmos (cosmic), metron- (metric), morphe (morpheme), philos (philology), phone (phonetics), photos (photograph), psyche (psychic),

sophos (philosophy), from *North-American Indian languages* coyote, prairie, from *Caribbean Indian languages* Cannibal, canoe, yucca, from *South-American Indian lanuages (Quechua etc.)*, Condor, llama, from *Australian Aboriginal languages* boomerang, dingo, koala, from *German* – waltz, from *Yiddish* Kosher, schmuk, from *Afrikaans* laager, from *Icelandic* Saga, geyser, from *Finnish* Sauna, from *Polish* Mazurka, from *Hindi, Urdu, Bengali, Sanskrit and other languages of India* Bungalov, curry, guru, juice, jungle, khaki, karma, verandah, yoga.“ (Vogel 2007, 22-50).

1.6 Teaching methods

A Greek word *Methodos* means in English “*a method*”, which in general is understood as a way or a procedure to a target we want to reach. (Skalková 2007, 181)

It depends on openness of every teacher to new methods, if the teacher wants to puts up with “old methods” that he or she uses and does not want to start using new ones for fear or for the reason that the teacher does not know if the new methods will be as effective as the old ones. Furthermore, another reason why to refuse new methods can be unwillingness to learn something new. What type of method the teacher chooses depends on the type of school subject will be taught, what kind of information has to be told and to whom the message is going to be told.

Moreover, when choosing the right teaching method it is essential for teacher’s preparation for lesson is to know whether the pupils are to get to know the knowledge or are expected to observe some objects, effects or are asked to practice something, make etc. Then the teacher has to choose *the graphic - demonstrative methods* or *methods of practical activities of pupils*. (Skalková 2007, 195-7)

1.6.1 Types of methods

The scale of methods that can be used by teachers is very wide. At the very first place stand such methods that are applied by teachers on the field of education every day. These methods are called *verbal*. According to Skalková (Skalková 2007, 186) “a word is an essential tool of human thinking”. Such methods, *monological* (description, explanation, narration, etc.), *dialogical* (discussion, brainstorming, dialogue etc.), or methods using a written material, a textbook etc. they play their own play, what is more they go along or complete other methods of teaching. (Skalková 2007, 186-195). Another method known by the Czechs is called “*učení hrou*” thought-up by a Czech world wide known pedagogue Jan Amos Komenský, who as the first brought off this method. Nowadays this method is

commonly used in an educational system, but in those days, this method was taken as a revolutionary novelty. The main point of this method is cognition and learning new piece of knowledge, where a pupil shows his/her own interest in knowledge and thereby he/she learns naturally. (Houška, 1993; Fialová, 1997). (Skalková 2007, 199). *Diagnostic methods, classification methods, revision methods, knowledge and skill practicing methods* are other method of a “list of methods” teachers can choose from. These methods (oral and written exams, didactic tests etc.) are usually used as guides for a teacher whom such methods help to understand whether the methods and procedures he/she had used are effective enough, furthermore, help the pedagogue to work on himself/herself professionally, in addition to it such methods gives him a further information about pupils. In addition to these methods keep parents informed about the results of study of their children. (Skalková 2007, 210).

One of the classification methods is writing a dictation. The dictation tests spelling and the ability to write what you hear. (Ur 1996, 72)

Generally, it is very well-known, the more you revise or practice, the more you learn. According to Skalková (Skalková 2007, 203), an important tool to successful revision is using appropriate methods and forms etc. of revision.

Thornbury (Thornbury 2002, 24) claims that words have a good chance to stay remembered under the circumstance they had been repeated at least seven times over some planned time span.

1.6.2 Other methods of teaching

Some of the methods are often called “*alternative methods*”. This labeling can come from the fact these methods are less used and are used “non-standard types of procedure of teaching”, so people can get the impression that the results are not guaranteed or are low and then the “alternative methods” have a “label of unreliability“. Among less used methods come *sugestopaedia*, which is known in the USA under the title Superlearning, in The Czech Republic is known as a method for learning foreign languages. (Skalková 2007, 206) and another, but generally known, but less used a method of teaching which utilizes not only a hypnosis, but also teaches a man how to call up a particular memory contents whenever a person wants. This method is called *hypnopaedia*. (Skalková 2007, 207)

1.7 Factor affecting choice of the method

For every teacher before starting teaching, it is essential to know important facts.

According to Skalková, *objective* is very closely related with *results* that are reached by pupils. A systematic approach of pupils to work and their cooperation with their teacher are the corner stones. Last but not least are the tools that are used by a teacher (class furnishing etc.). (Skalková 2007, 183)

First of all, it is important to know *what*, in other words, the teacher has to know the content of a message that is going to teach in the following lesson. Secondly, the teacher has to know the *objective* that is going to lead pupils to, so he has clearly to know why he or she wants to teach the pupils that particular knowledge. Another important fact the teacher has to know is what types of methods and means are best to use, so he or she has to know *how* to teach, In addition to these information above, the teacher has to know *who* is going to teach. All these aspects he or she has to bear in mind and these aspects help him finally to come to some *results* that can be somehow evaluated then. (Skalková 2007, 183)

1.8 Methods of teaching vocabulary in a foreign language

Not only teaching new vocabulary is important for students, but also learning spelling and pronunciation with transcription is important as well. Stress and intonation are also very important, because an incorrectly stressed word can completely change the word class of the word given and an incorrect intonation can have a confusing impact on the receiver (listener). See the example: (ˈtranspo:t) TRANsport (noun) vs. (tranˈspo:t) tranSPORT (verb.) (Radford et al. 2000, 46)

Due to the fact, that the way how the English words are written is not regular, from this point, spelling is very important for students. (Radford et al. 2000, 29) There is a help that linguistics offer to students that is called “*phonetic transcription*” where each sound has its own symbol which represents just one sound. (Radford et al. 2000, 29) Talking about pronunciation there is a special group of consonants P, T, K, that have to be pronounced with aspiration. (Radford et al. 2000, 38)

1.8.1 Methods of teaching vocabulary used in the questionnaire

There are many methods that teachers can use to teach pupils English vocabulary. It is up-to teachers to choose the most appropriate ones that could utmost help pupils to enrich their

vocabulary. All the following methods of this section are methods that are used on distance learning pupils by the English teacher at Soukromá střední odborná škola živnostenská Brno, s. r. o. and what is the effectiveness of their usage that is the answer for questionnaire that the pupils were asked to fill in.

The first method of teaching vocabulary that can be used by teachers is called *Matching*, pupils have to know the meaning of given words to *make-up a pair of separate words*. See the fig 1.

A	B
brave	awake
female	expensive
cheap	succeed
asleep	cowardly
fail	male

Fig 1. The method called Matching. (Ur 1996, 72)

The next method *Brainstorming round an idea* is suitable when the teacher wants to introduce new words or revise old words. The teacher chooses a topic, write the name of it on the blackboard and pupils are asked to tell him / her any words that come up to their minds when they see written the given word. The teacher writes all the said words of the pupils that are linked with the set topic. See the brainstorming method of the word tree in the following picture. (Ur 1996, 68-69)

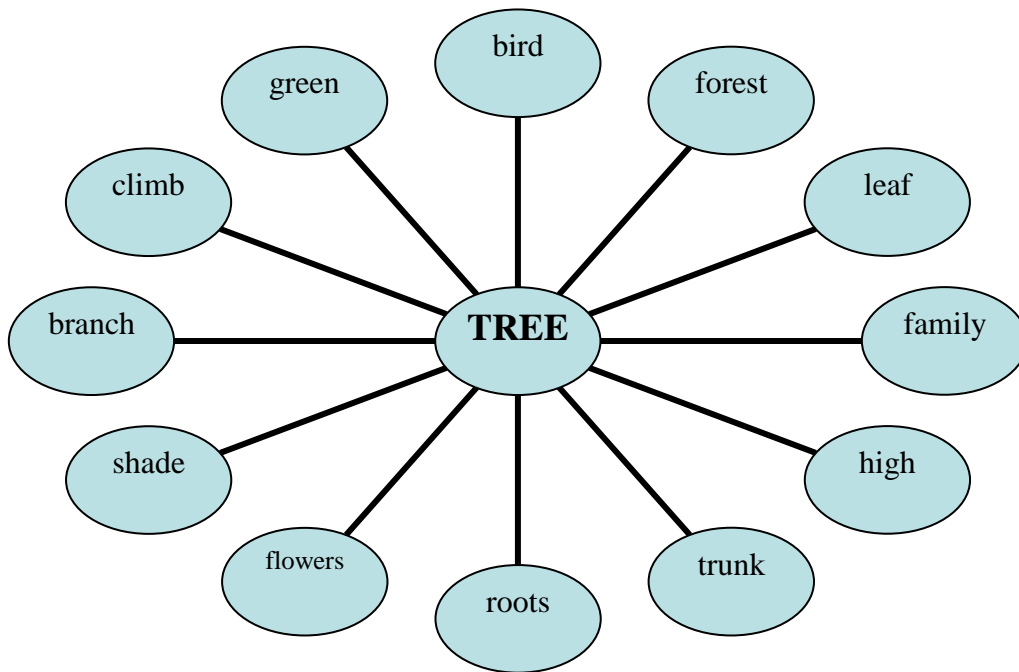


Fig.2 The method called Brainstorming. (Ur 1996, 68-69)

Another type of a diagram used for this method is (Fig. 2) developing separate parts of the diagram that grow from the root word. House (main word) – kitchen (1st level of development of the set topic) – sink, oven, kettle (2nd level of development of the topic).

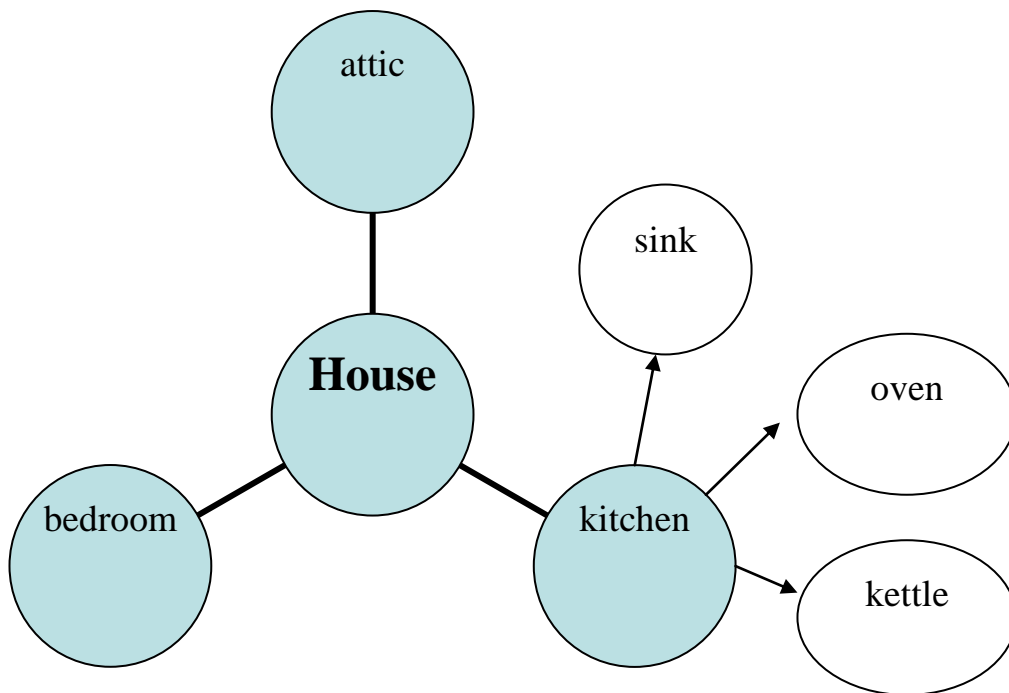


Fig 3. Brainstorming – more developed type. (self-created)

E-learning is one of the next methods in the questionnaire. This method is nowadays used among some universities in The Czech Republic for students attending distance - learning programmes, or other forms of studies. Using this method means using the Internet as a source of learning and means of communication and the way of teaching-learning between a pupil and his/her teacher. In the questionnaire pupils were asked about two types of E-learning they use. Looking - up for unknown English words for their Projects by the help of the Internet or learning vocabulary and grammar by E-learning when they are asked to fill in training sheets. These training sheets are sent back to their teacher and corrected, then sent back again to the pupils. Not only the pupils get corrected training sheets, but they even get the mistakes explained. This work with training sheets is very exacting for any teacher.

The game *Kufr* is an example of teaching by the help of game, in this game are always involved two pupils. One of them can see on the word that is written on the blackboard, the other one is not allowed to see the given word, because it is his/her task to guess the word. The explanation gives him/her the schoolmate that is working with him/her in the pair and is allowed to look at the blackboard. This pupil has to explain the meaning of the set word only in English without using any non-verbal communication.

Among other methods that can be used for teaching vocabulary is translating English proverbs with the following conversation on the given message of the proverb. Using *crosswords* is very interesting and this type of practicing vocabulary can do every teacher from the exact lesson he/she is going through. *Making – up a story* can be very interesting if there are put some witty or thrilling sections in the “at the moment rising story” as the pupils create it, each one sentence. *Making – up sentences from separate words* is a method where pupils work in a group of 2-4, the whole sentences had been cut up by their teacher before they received them and their task is to make-up as many sentences as they can in a certain time. *Guessing a celebrity* is a very funny game where pupils have to guess the name of a very well known celebrity to all of them. The celebrity is played by one pupil that answers other school-mates questions about the celebrity’s age, sex, nationality, occupation etc., but the celebrity is allowed to give only short answers for example “Yes, I am”. or “No, I haven’t etc.” *Listening to a song with a following translation of it* can stand on the scale of next interesting methods of teaching new vocabulary. *Looking for*

differences in two pictures trains pupils' vocabulary and oral skills. Pupils work in pairs and each of them compares his/her picture with the picture of his/her schoolmate. The target is to find as many differences as they can. The game

Slovní kopaná (Word football) is played with the last letter of a given word and pupils' task is to think up a next word beginning with the last letter of the preceding word. All the pupils say at least two words. *Writing and translating excerpts from films and choosing an English TV - promotion and its subsequent translation.* *Writing tests* is the next method of teaching vocabulary. *Explanation of the meaning of a word by the teacher in English* or *explanation of the meaning of a word by the teacher in Czech*, these two methods are the last ones that have been asked in the enclosed questionnaire that brings a list of methods that pupils use in their English lessons or when they work at home on tasks that help them to learn vocabulary which were ordered by the teacher.

Methods of learning English can be also classified from the organizational point of view as for example *autonomous working*, *working in a pair*, *teacher's guidance when teaching the whole class (group)*, *learning English as the whole class without teacher's guidance*, *working in a group of schoolmates*.

See the results of fruitfulness of all the mentioned methods above in the section results of survey.

1.8.2 Other methods of teaching vocabulary

The next three methods, *Multiple – choice*, *“Gap filling with a pool of answers”* and *“Odd one out”* are widely used, especially on the field of passing international language exams.

In the *Multiple – choice* method pupils are asked to choose the same meaning from the list of adjectives to the word *reluctant* which is used in the sentence. The denotative meaning is tested here. (Ur 1996, 71-2).

Example: “He was reluctant to answer”:

1. unprepared
2. unwilling
3. refusing
4. Slow”

In *“Gap filling with a pool of answers”* teachers test pupils' knowledge of meaning, spelling, grammar and collocation. The pupil has to choose an appropriate word that is missing on the line from the list of words and put it in the right place in the text.

Example: “Area, century, pirates, government, regularly, South

In the seventeenth _____ Spanish ships sailed _____ to Central and _____ America to fetch gold for the Spanish _____. The ships were often attacked by _____, who infested the “Spanish Main“ (the sea _____ north – east of Central and South America).“ (Ur 1996, 71-2) etc.

1.9 Other factors in teaching – learning language

Motivation is not only “a driving engine” of people’s lives, but also on the field of education, in this case, learning English, new vocabulary. Not less important is coordinating pupils during the lesson, continuous compounding and an individual approach of a teacher to every pupil.

Another factor that affects learning a language is time of learning. Every man has a different mode of a body. In general, some people prefer learning in very early morning hours, whereas some people prefer learning in very late hours. The next important factor for people who want to learn a language is not only to know during what time a day is best for them to learn English, but it is very important to know which day of a week is the most suitable day to learn language. If a pupil knows, that at the beginning of the week there is no time to learn English and if there is some time he/she can not concentrate from the reason of having his/her head overwhelmed with work, there is no sense to even try to learn English this day. As well as if a pupil knows that at the end of the week he/she will be very tired, there is no sense of learning English this day.

II. ANALYSIS

2 QUESTIONNAIRES

2.1 Types

The questionnaire was created mainly for two reasons. Firstly, to help teachers to use just the most effective methods of teaching English vocabulary and thereby to help the secondary pupils with building – up their vocabulary.

The first part of the questionnaire is created from a preamble which gives information about personal data of every pupil, such as name, sex, age, the length of study time of English, how many hours per week they prepare themselves for the following English lessons and whether they use English in their profession. The second part of the questionnaire deals with learning English vocabulary at school, the third part gives some information about home vocabulary learning ordered by the teacher and in the last part there can be found a list of methods that were offered to pupils to choose from such method(s) in the case they use it (them) when they do self – education at home without teacher’s direction. The results of the questionnaires can be found in the section “results of survey”.

2.2 Principles of creation

The questionnaire was drawn up for pupils of Soukromá střední odborná škola živnostenská Brno, s. r. o. who have chosen as a foreign language – the English language. Next to English is the school offers the German language there. The questionnaires were anonymous. All the questions and the choice from the scale of methods were written in the Czech language from the reason pupils understood clearly the questions and asked methods so they could precisely answer the questions. The questionnaire was divided in four parts. Pupils were asked to mark suitable answers in two ways, respectively to put a cross in a box or to encircle one number according to the instructions in the questionnaire. In such case, they had to encircle one of the numbers 1 - 5 on the scale of effectiveness, by how much such method helps them in learning English vocabulary. Pupils marked separate methods with numbers as if it was the Czech well known the scale of school classification, it means excellent method was marked with 1 to say that such method has the highest effectiveness for the pupil, the number 3 (mark 3), this method is on the average of the scale of effectiveness and the number 5 (mark 5) means this method has got no effect or in other words, the worst classification.

In the last part of the questionnaire pupils were allowed to not react to all of the offered methods of learning English vocabulary, but they could only choose those methods they really use in home vocabulary self - study. In case of using any other methods that help them to learn vocabulary effectively, they were asked to put them down in the questionnaire.

3 SPECIFICATION OF RESPONDENTS

The respondents are pupils of the 2nd and the 3rd grades of Soukromá střední odborná škola živnostenská Brno, s. r. o., have certificates of apprenticeship in various fields of work and the reason why they study this school is to reach the leaving certificate. The time of study is finished after three years by the leaving examination. The questionnaires were answered by 46 pupils, 38 women, 8 men. The pupils are at the age from 18 to 50, none of the polled was older than 51. The pupils have either their own firms or they are employees of private or public sectors. There are many reasons why they study this school, for instance because of undertaking a family business, occupational promotion, wider scale of working opportunities, doing international trade, or personal reasons etc. Nearly all of them are already working and have their own families.

4 METHODS USED

With the agreement of the headmaster of Soukromá střední odborná škola živnostenská Brno, s. r. o. with the implementation of a questionnaire was the questionnaire given to 4 groups of pupils, in total to 46 of pupils, and the questionnaire was answered by all of them. The questionnaire was given the pupils in the lesson the 100% rate of return was guaranteed. The questionnaires were anonymous for a greater openness of pupils and further to ensure pupils' discreetness. The pupils were asked to fill in the questionnaire truthfully with a view the subsequent results could bring the real numbers, and thus the questionnaire was classified as valuable. The results have come out from the following process. The pupils marked down the methods in the first and the second part of the questionnaire with marks they are used at Czech schools for classification on the scale of classification 1-5, whereas the mark 1 stands for the best methods (the most effective methods), the mark 3 assesses methods with the average effectiveness, methods with the mark 5 have a "zero effect" on pupils. In both of these parts, at every method, was reckoned an arithmetic average that has come from marking by all pupils of a given class. These arithmetic averages were subsequently lined up from the lowest value (best marks) up to the highest arithmetic averages (the least effective method of learning) and with this way have been the two first parts assessed. There can be found such methods in the results which have been placed on the top of the chart of the most effective methods of learning.

The third part of the questionnaire was evaluated with a different way from the reason the pupils had been to choose only those methods they really use in home vocabulary self - study, so some of the methods were wholly skipped, thus the criteria of classification had to be different namely, counting of voices for separate methods of learning English vocabulary. On the basis of total counting of voices was drawn – up a chart of the most used methods of vocabulary self – study. The pupils were also asked if they use any other methods when they prepare themselves for English lessons, especially when they learn vocabulary. Those who answered positively were asked to write about the methods in detail. One of other tasks of the questionnaire was to put focus on some group of pupils and evaluate more deeply their questionnaires. The chosen group of pupils consists of such pupils that learn the English language more than four years. The results of the questionnaire have been elaborated in the following graphs.

5 RESULTS OF SURVEY

5.1 Results of separate classes

The horizontal axis shows the scale of separate methods and arithmetic average of all marks for the just given method. The vertical axis shows the scale of assessment 1-5 (Czech type of classification), where the numbers that are closed to the number 1 are considered as the best, whereas the more the numbers are close to the number 5 the least effective are.

In the third part the graph shows the effectiveness of separate methods on the vertical axes, whereas the horizontal axis do not show the scale of classification 1-5 but the number of pupils on the scale of 1-14 that voted for such method and they use it contentedly.

The questionnaire was given to four groups, in other words to four classes. As the first evaluated class is the class of the 2nd grade, 2.DNA (Fig.4). The questionnaire was filled in by 11 respondents (pupils) - 10 women, 1 man. Figure 3 shows the results of the part one, which deals with the methods of learning English vocabulary in English lessons.

Among the methods, which have been considered to be as the most effective by the pupils, are: *writing tests, making - up sentences from separate words, explanation of the meaning of a word by the teacher in Czech*. The following methods have the same place such as *brainstorming, making-up a pair from separate words, working with a schoolmate*. Totally at the bottom is placed: the method called *Kufr*.

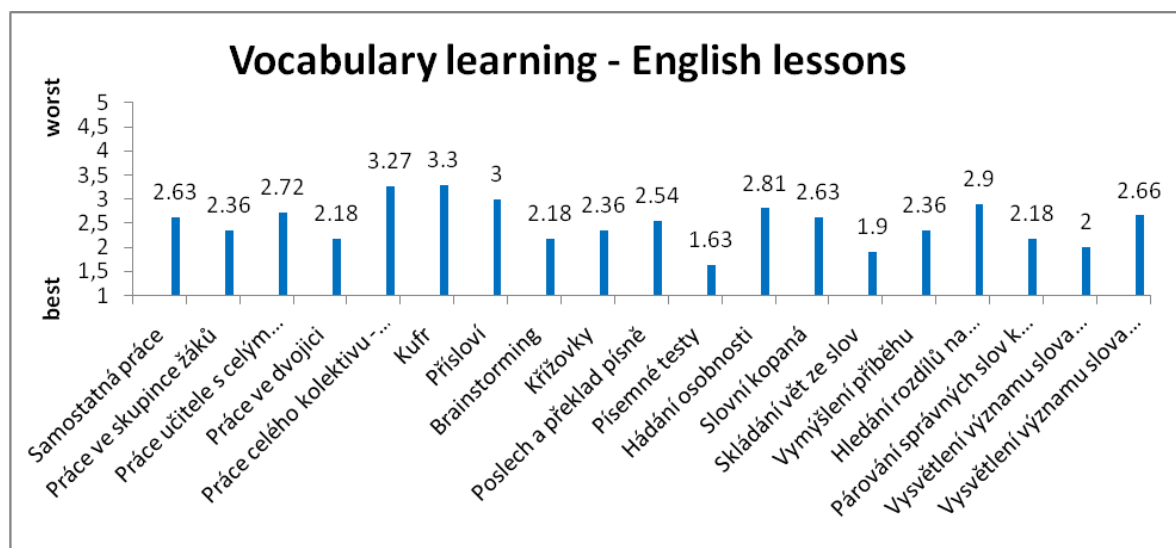


Fig 4. Learning English vocabulary at school. (self-created)

An other question which the pupils were asked was about the effectiveness of four methods that help them to learn new vocabulary. The difference between the first two methods is that the methods from the first graph are applied at school, whereas the methods of the second graph are applied to pupils at their homes.

The next graph shows that the most preferred way of learning vocabulary is the method using *training sheets (e-learning)*, whilst the least effective method of four is *writing and translating excerpts from films*. See the fig 5.

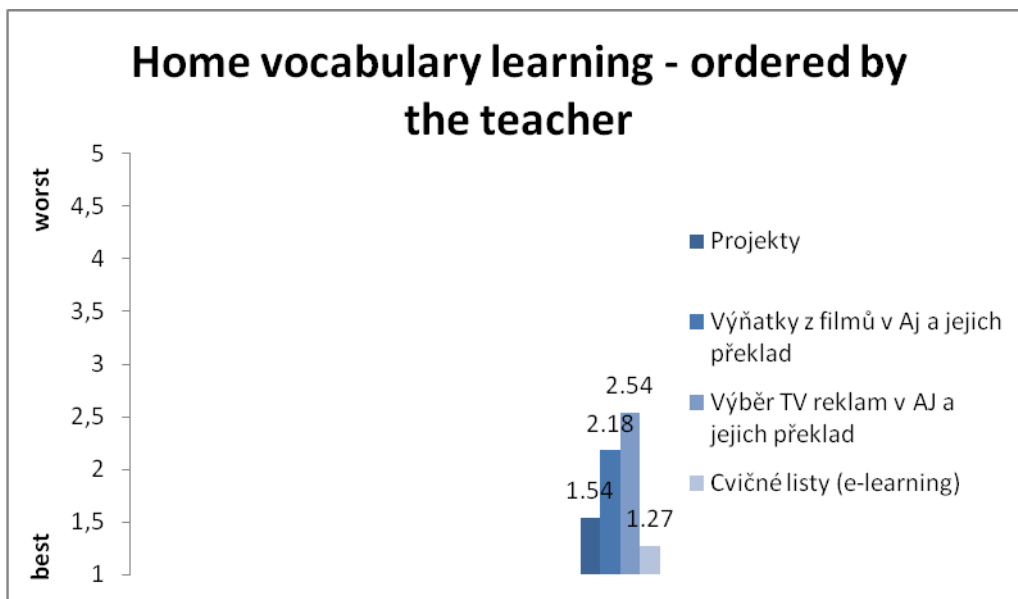


Fig 5. Learning English vocabulary at home - ordered by the teacher. (self-created)

In the last part of the questionnaire the pupils were asked to mark such method which they usually use when they try to prepare themselves for the English lessons. The results show that the pupils of 2.DNA usually learn English vocabulary *by looking-up for unknown words in a dictionary*, they learn *by listening to songs* and they like learning new words *by watching a film*. The method which stands on the very last position is *using hanging out new written-out vocabulary on small sheets of paper in a room or on a noticeboard*. See the fig 6.

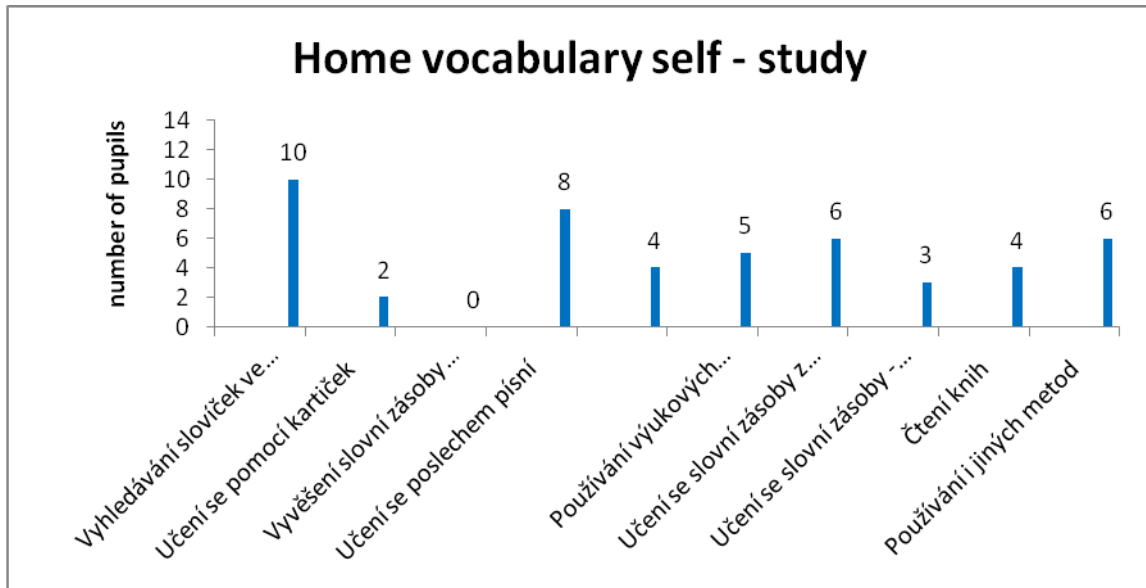


Fig 6. Learning English vocabulary at home – self study. (self-created)

The same questionnaire was given to another class, 2.DNB. 13 respondents filled in the questionnaire – 11 women, 2 men.

As the most effective methods of teaching English vocabulary at school this class has chosen *explanation of the meaning of a word by the teacher in Czech*, the next place takes the method *brainstorming* and a Czech game called *slovní kopaná* (Word football) and *making – up sentences from separate words*. The last position has the method of *working of the whole class without teacher’s guidance*. See the fig 7.

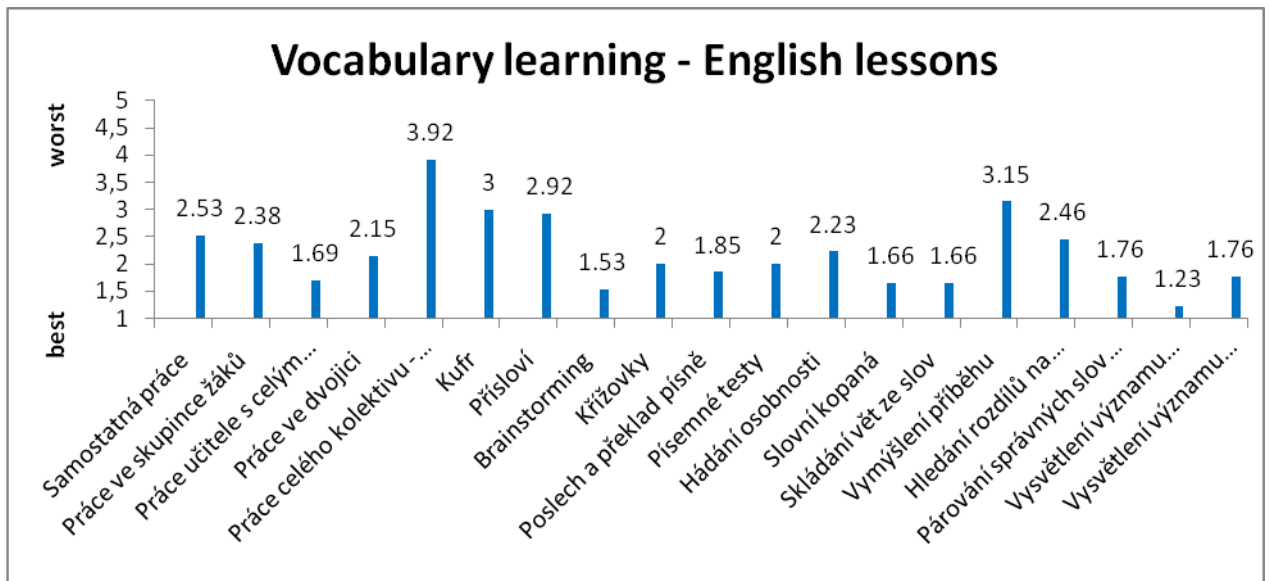


Fig 7. Learning English vocabulary at school. (self-created)

As it is seen in the following graph that pupils of the class 2.DNB have put on the first place of fruitfulness the method called *training sheets (e-learning)*, whilst the method – *choosing an English TV - promotion and its subsequent translation* stands on the last position. See the fig 8.

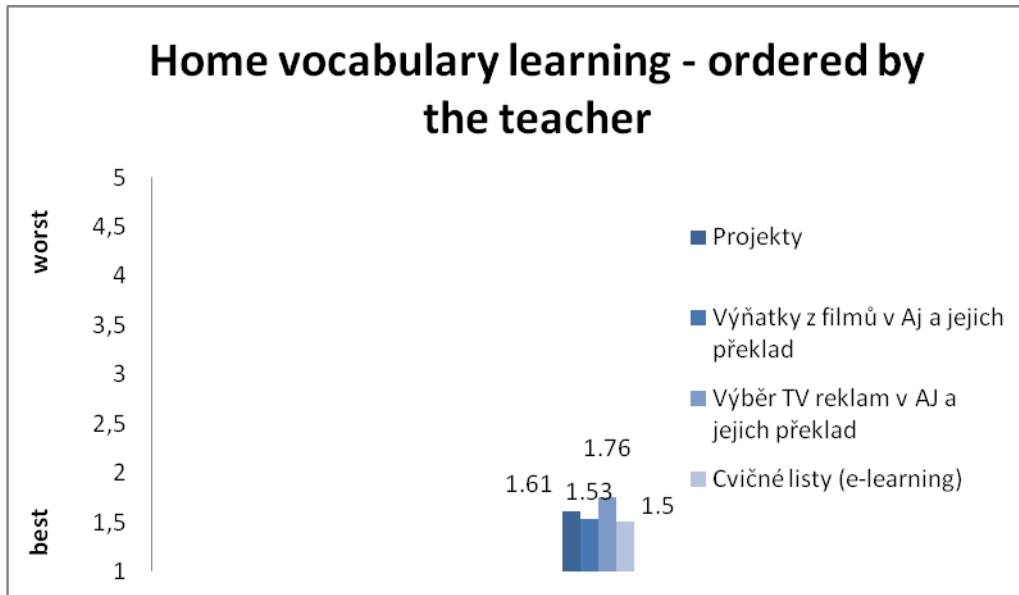


Fig 8. Learning English vocabulary at home - ordered by the teacher.

From the next graph is evidently clear that the most effective method of all for the class 2.DNB when pupils educate themselves on the field of English vocabulary at home is *looking – up unknown words in a dictionary*. Then, *learning vocabulary from films and using music medium (CD etc.)* belong to among other successful methods from the given list. At the bottom can be found *reading of books*. See the fig 9.

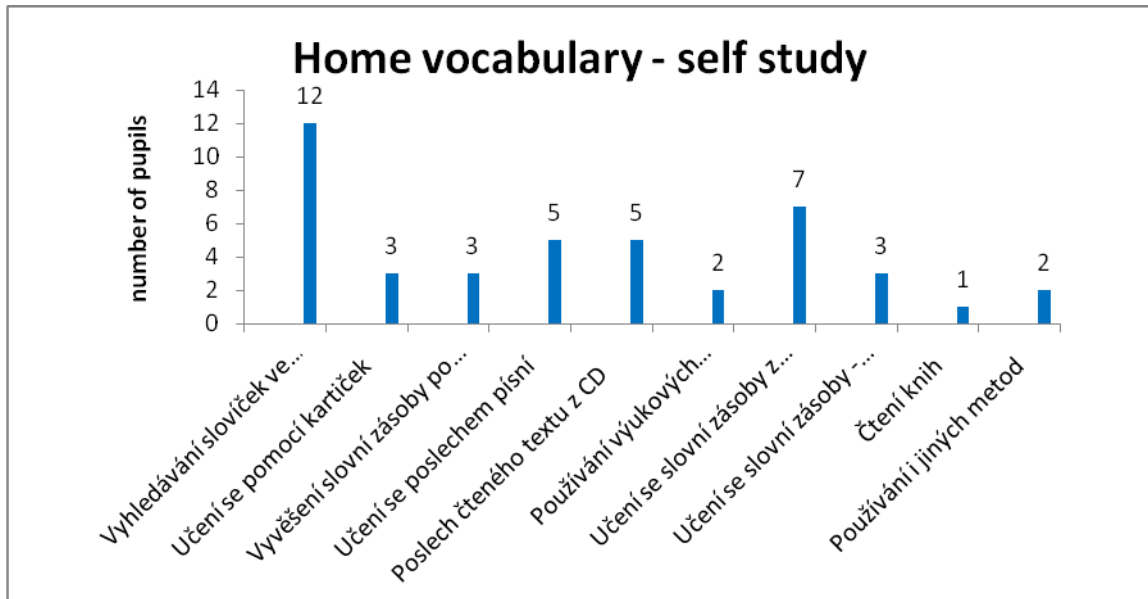


Fig 9. Learning English vocabulary at home – self study. (self-created)

The following results of survey come from 12 pupils of the 3rd grade, 8 women, 4 men. Among the most successful methods were chosen *explanation of the meaning of a word by the teacher in Czech, explanation of the meaning of a word by the teacher in English, making – up sentences from separate words*. At the very bottom of the figures we can find *working of the whole class without teacher’s guidance and English proverbs*. See the fig 10.

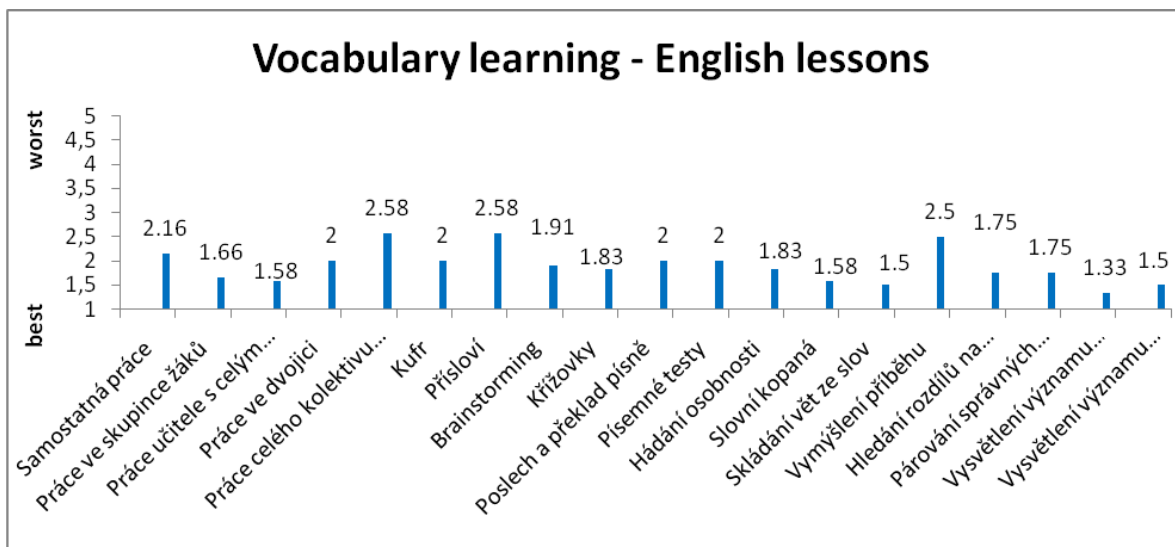


Fig 10. Learning English vocabulary at school. (self-created)

The following graph shows that the method *Projects (e-learning)* evidently has overbeaten the rest of the offered methods. At the bottom we can find *choosing an English TV - promotion and its subsequent translation*. See the fig 11.

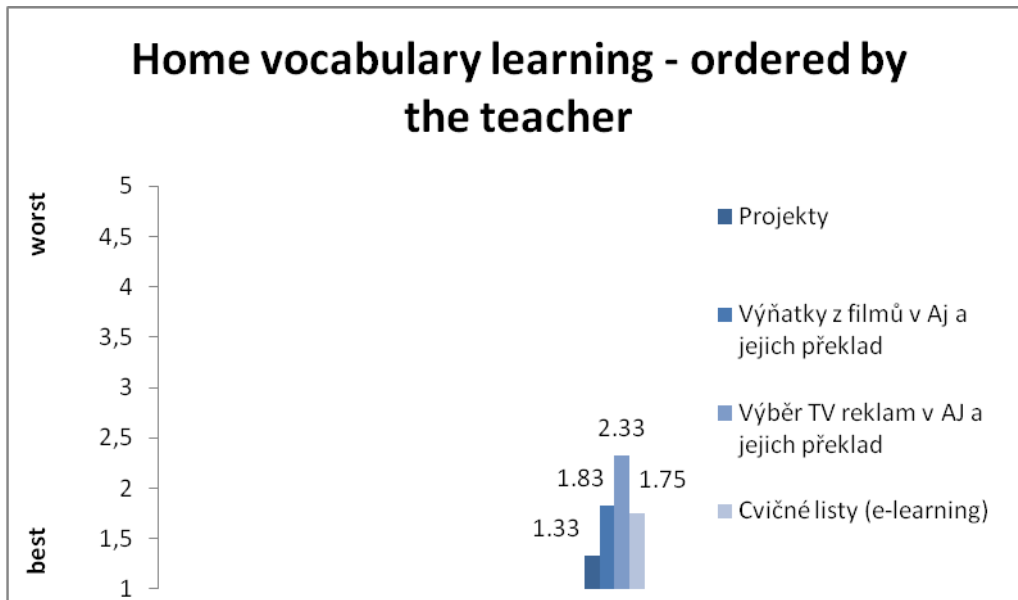


Fig 11. Learning English vocabulary at home - ordered by the teacher. (self-created)

The following figure displays an overview of the methods of home vocabulary self-study. The results are basically equal, except the results that show the pupils like *using dictionaries* for looking – up new vocabulary and at the same position has finished learning vocabulary from a *film*. Only two pupils use such method that uses *using hanging out new written-out vocabulary on small sheets of paper in a room or on a noticeboard*. See the fig 12.

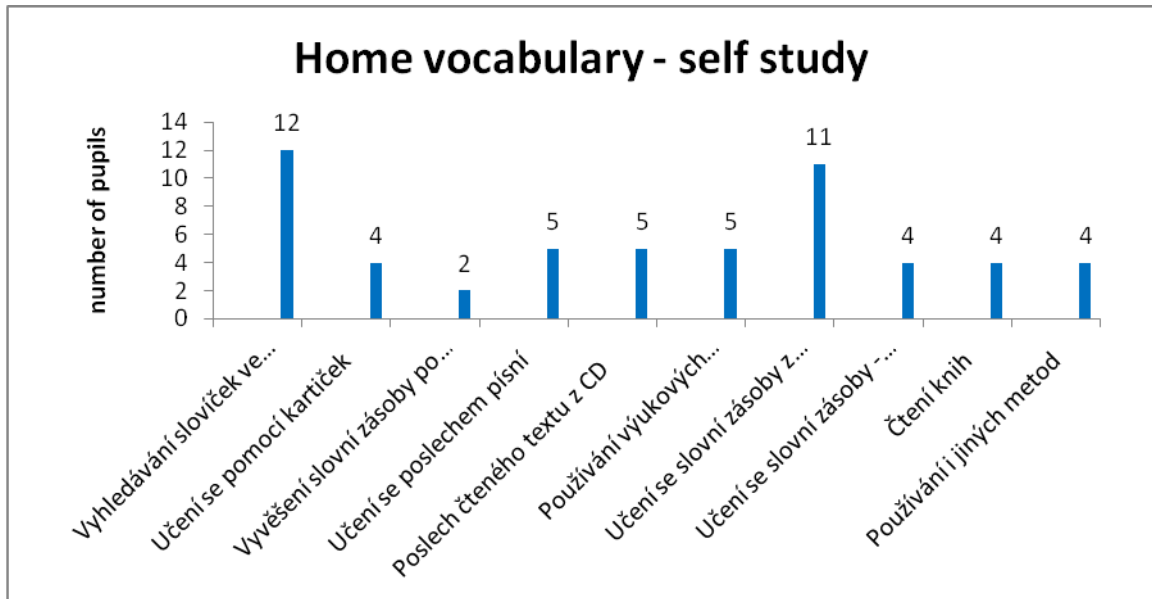


Fig 12. Learning English vocabulary at home – self study. (self-created)

The last three following graphs show the results of the questionnaires that were filled in by 10 pupils, 9 women, 1 man of the group of the 3rd grade pupils of the class called 3. DNB. This group of pupils finds as the most suitable method *brainstorming*, when they learn English at school, then a Czech game called *slovní kopaná* (Word football), *guessing a celebrity* and a Czech game called *Kufr*. The last position seats the method *working of the whole class without teacher's guidance*. See the fig 13.

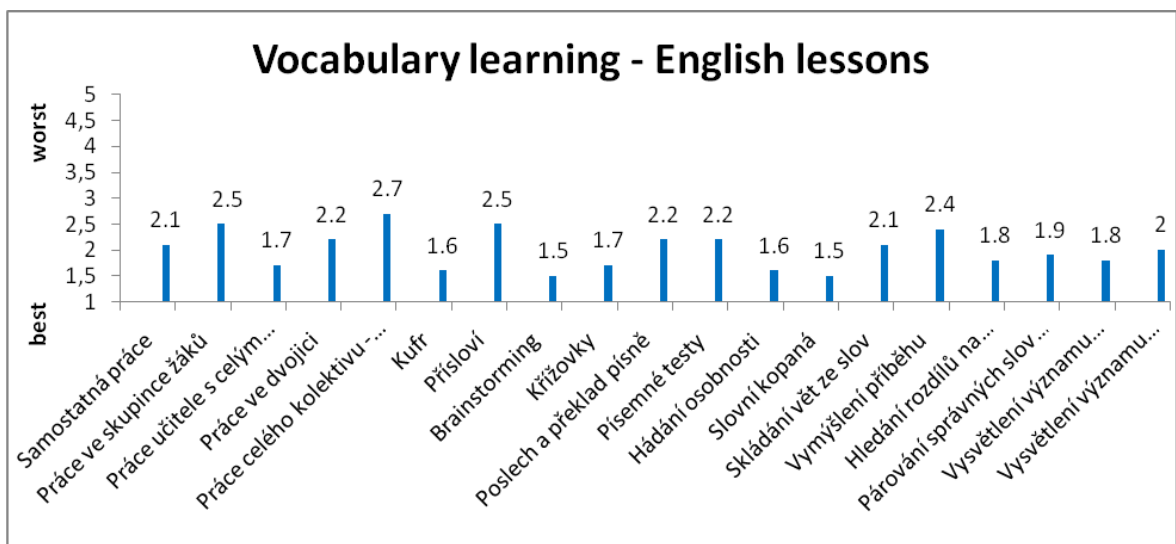


Fig 13. Learning English vocabulary at school. (self-created)

The class 3.DNB is satisfied with all the offered methods ordered by the teacher, but as a bit less effective finds the method of *writing and translating excerpts from films* as the next graph shows. See the fig 14.

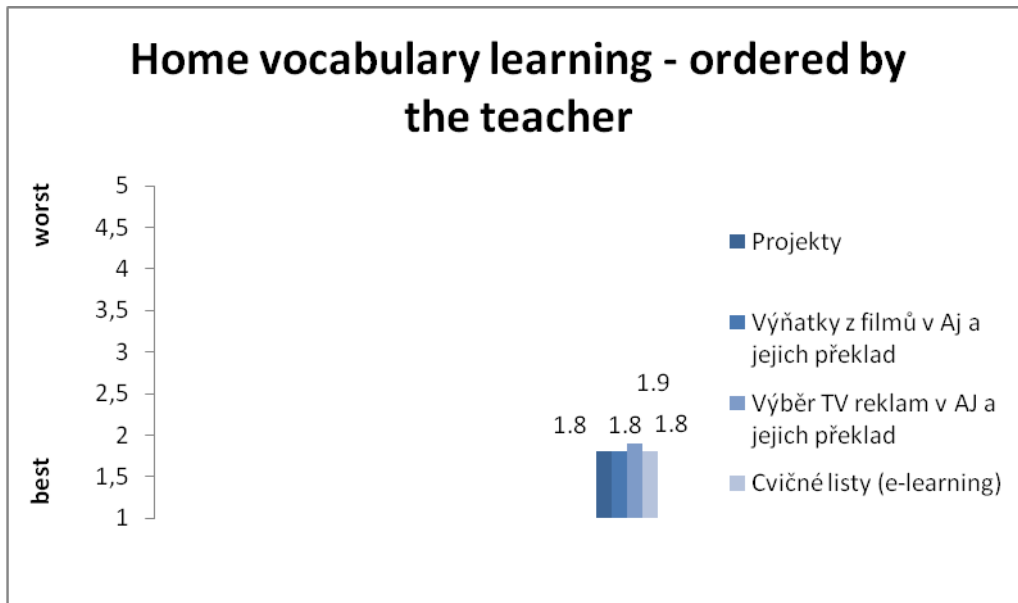


Fig 14. Learning English vocabulary at home - ordered by the teacher. (self-created)

The class 3.DNB prefers *using dictionaries* for looking – up new vocabulary to using *tutorials on CDs* and learning from *films* when such methods have been placed at the second place and the third position occupies *using other methods*. This graph shows the results when the pupils prepare themselves at their homes. The method of *using hanging out new written-out vocabulary on small sheets of paper in a room or on a noticeboard* has dropped into the last place as the following graph shows. See the fig 15.

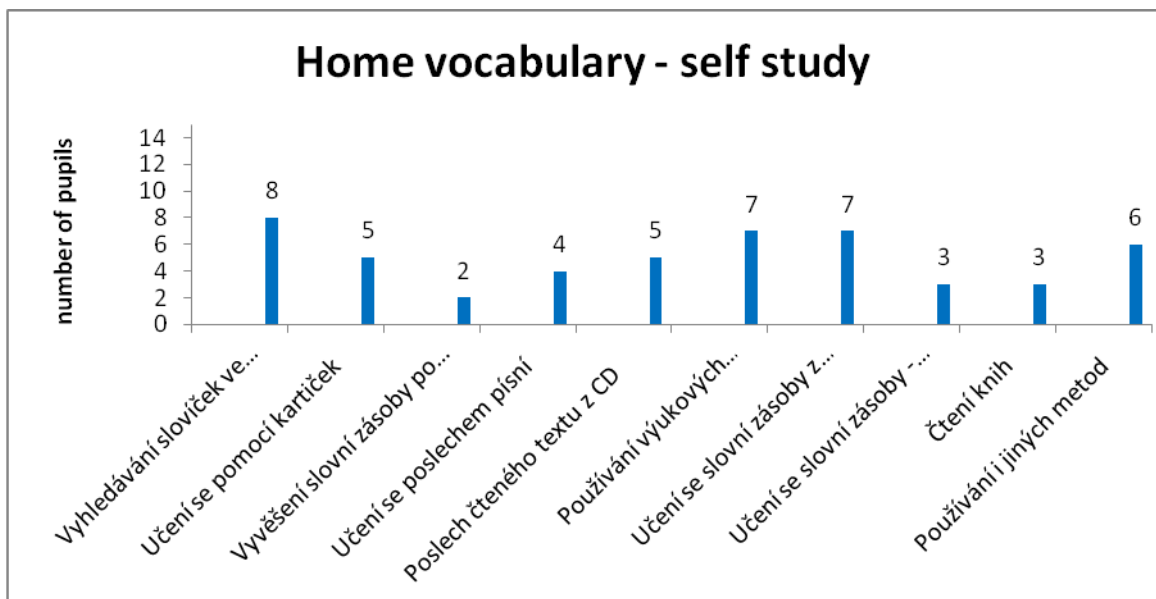


Fig 15. Learning English vocabulary at home – self study. (self-created)

5.2 Chosen group of pupils

All the pupils were asked to mark information about their sex, age, length of preparation for English lessons and frequency of using English at their work. This Bachelor Thesis has put focus on a group of pupils that already attend the 3rd grade of studies and study English more than 4 years. “The closer eye” has been put on this group because it is expected such pupils could have more experience with the English language than pupils of lower grades.

From all the 46 respondents, 17 pupils learn English more than 4 years and only 10 pupils are the 3rd grade pupils that learn English more than 4 years whom has been put the focus on. As the following results show, from the view of frequency of using English at work only 4 pupils (2women, 2 men) wrote they use English very often, 3 pupils use English occasionally and 3 never. Concerning the length of time they spend on a preparation for English lessons, 5 of them prepare themselves 0-1 hour/per week, 3 pupils 1-4 hours/per week, only 2 pupils learn English 4 hours and more/per week. What is interesting, regarding the frequency of English usage, it seems that pupils that already have some knowledge of the English language had already been chosen in advance by their employer, before the official acceptance to the working position, as a kind of person, that must be suitable for the “present - day work” according to the length of English study.

The questionnaires have shown that every pupil prefers another method of learning English at school, so it is very difficult to mark any methods as more or less used. Whereas, the results of the second part of the questionnaire show that the pupils definitely like learning English by the help of e-learning (Projects and training sheets). In the third part the pupils were asked which of the written methods they find as the most effective when they do self - education. Among the most successful methods belong *using a dictionary, reading books, using a music medium*. What they highlight is *using of other methods* than those that are set in the given list of methods.

Other methods they use are: having a pen-friend, a conversation with an English speaking person, a conversation with English friends, business communication, having a conversation with an English speaking person and subsequent correction by a Czech friend.

CONCLUSION

The aim of this work was to compare usage of some chosen English terms with Czech terms from the lexical point of view, to give a general overview of methods of teaching and factors that affect choosing of the most suitable methods before the teaching process itself. The next step was to link the described methods of teaching from the theoretical part with the practical application that was realized in a form of a drawn up questionnaire. The questionnaire was filled in by 46 secondary pupils and then the results were elaborated. On the basis of the worked out results there have been drawn up the following recommendation.

Among the most successful methods of learning vocabulary during the English lessons belong: *explanation of the meaning of a word by the teacher in Czech*, then *making – up sentences from separate words*, *slovní kopaná (Word football)*, *brainstorming*, *Guessing a celebrity*, *Kufr*, *making-up a pair from separate words and working with a schoolmate*.

The results of the questionnaire from the part two – work ordered by the teacher have shown that pupils have marked as favourite methods: practicing *E – learning* (working on Projects and training sheets) which help them to learn maximum of unknown English words. The reason why this method has been placed among the most favourite methods of learning English vocabulary is probably the tailor – made approach of the teacher to a pupil and the full-scale feedback of the teacher to a pupil. Two other offered methods *writing and translating excerpts from films and choosing an English TV - promotion and its subsequent translation* have unfortunately not been found so favourable.

What is interesting, all the four groups of pupils unanimously do not like working without teacher's guidance, so they definitely feel they need to be directed during the whole lesson. Another interesting finding is that one class definitely marked the game *Kufr* as successful, whereas another class put it at the very bottom of the scale of fruitfulness. The conclusion of the part one is that there are some methods that are marked in one voice as unsuccessful methods (working without teacher's guidance), so perhaps it is because pupils have some kind of conception of teaching that should be practiced in the lessons according to some "general rules", whereas other methods, even though they are not so often used in among teachers of pupils at Soukromá odborná škola živnostenská Brno, s. r. o. (e-learning – training sheets), they are classified as very successful in the second part of the questionnaire.

There are also some methods that have been marked positively or negatively by the majority of the pupils, on the other hand, there can be found different opinions of pupils about various methods, such as one pupil is fully satisfied with some method, whereas another pupil is totally disappointed with the same method.

The last part of the questionnaire deals with self – education on the field of learning English vocabulary at home without teacher's direction and reveals that among the most successful methods have been chosen: *looking-up for unknown words in a dictionary, listening to songs, watching a film in English with Czech subtitles, using a music medium (CD etc.), tutorials on CDs*. At the very bottom pupils have left the method of *using hanging out new written-out vocabulary on small sheets of paper in a room or on a noticeboard and reading a book* which occupies the last place probably from the fact that more and more information is preferred to be read through the electronic way than to be read from a „paper version“.

Pupils that have marked they use any other methods of learning vocabulary were asked to put on them in the questionnaire. Here is the list of many interesting methods that are used among long-distance learning pupils: *having a pen-friend, a conversation with an English speaking person, a conversation with English friends, business communication, having a conversation with an English speaking person and subsequent correction by a Czech friend, playing computer games, travelling, an English course on the Internet, a software for learning English vocabulary, a test for learning of the English vocabulary on the Internet, a reteaching, a Czech – English translation of stories, doing excerpts of needed vocabulary*.

It is important and it is up to every teacher which of the methods of teaching chooses and uses to teach his/her pupils as maximum as he/she can. The teacher should use already tried on methods of teaching to have high level of fruitfulness, but on the other hand, he/she should be open to new methods of teaching to follow the wonderful progression of time from the reason he/she could put forward a really wide range of methods of learning vocabulary to the pupils, so they could choose the most suitable ones, and thus they could reach the best study results.

BIBLIOGRAPHY

Books:

Widdowson, H. G. *Principle and Practice in Applied Linguistics: Studies in Honour of H.G. Widdowson*. Oxford University Press, 2009.

Crystal, David. *Introducing Linguistics*. London: Penguin Books, 1992.

Vogel, Radek. *Basics of Lexicology*. Brno. 2007.

Stark, Wolfgang H. *Superlearning: Nový způsob výuky jazyků*. Praha: Nakladatelství Svoboda. 1994.

Thornbury, Scott. *How to teach vocabulary*. Pearson ESL. 1st ed. 2002.

Peters, Pam. *The Cambridge Guide to English Usage*. Cambridge: Cambridge University Press, 2004.

Hill, Robert, and J. Robert Jewison. *A dictionary of false friends*. Macmillan, 1982.

Lacinová, Eva. *English Proverbs: Anglická přísloví*. Nakladatelství Fragment, 1996.

Radford, Andrew Radford, Martin Atkinson, David Britain, et al. *Linguistics: An Introduction*. Cambridge: Cambridge University Press, 2000.

Skalková, Jarmila. *Obecná didaktika*. Grada Publishing, a.s., 2007.

Ur, Penny. *A Course in Language Teaching*. Cambridge: Cambridge University Press; 1st ed., 1996.

Zpracoval kolektiv autorů a konzultantů Encyklopedického domu, spol. s.r.o. *Slovník cizích slov*. Encyklopedický dům, spol.s r.o., 1996.

Kollmanová, Ludmila. *Angličtina nejen pro samouky*. Leda, 2005.

Pravda, Miroslav, and Pravdová, Marie. *Francouzština pro samouky*. Leda, spol. s.r.o., 1998.

Válek, Jiří. *Italské hudební názvosloví*. Praha: Panton, 1966.

Macmillan English Dictionary for Advanced Learners. Oxford: Bloomsbury Publishing, 2002.

Web sites:

BBC Learning English. The flatmates. Language Point.

<http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode14/languagepoint.shtml>. (accesses 1 May, 2010)

English language guide. English language statistics.

<http://www.englishlanguageguide.com/english/facts/stats/>. (access 1 May, 2010)

Czech-French vocabulary.

http://slovník.seznam.cz/?q=dobrou+chu%C5%A5&lang=cz_fr (access 2 May, 2010)

APPENDICES

P I Questionnaire

P II Souhlas s provedením dotazníkového šetření

APPENDIX P I: QUESTIONNAIRE

Dotazník - metody výuky slovní zásoby

Dovoluji si Vás požádat o vyplnění následujícího anonymního dotazníku, jehož výsledky budou zpracovány v bakalářské práci. Vhodnou odpověď vždy, prosím, označte křížkem.

Údaje o respondentovi

1. Pohlaví žena muž
2. Věk 18 – 30 31 – 50 51 a více let
3. Kolik let se učíte anglický jazyk? 0–3 4–5 6–7 8–9 10 h
a více
4. Kolik času **týdně** věnujete anglickému jazyku? 0–1h 1–4h 4 h
a více
5. Jak často používáte anglický jazyk ve své profesi? nikdy občas často

Výuka slovní zásoby ve vyučování

Zhodnoťte efektivitu následujících metod výuky používaných ve vyučování. Označte jako ve škole: z Vašeho pohledu nejlepší 1, středně účinná 3, žádný efekt (nejhorší) 5. Vybraný stupeň zakroužkujte.

- samostatná práce 1 2 3 4 5
- práce ve skupince žáků 1 2 3 4 5
- práce učitele s celým kolektivem 1 2 3 4 5
- práce ve dvojici 1 2 3 4 5
- práce celého kolektivu bez vedení učitele 1 2 3 4 5
- Kufr 1 2 3 4 5
- Přísloví 1 2 3 4 5
- Brainstorming (tzv. "pavouk") 1 2 3 4 5
- křížovky 1 2 3 4 5
- poslech a překlad písně 1 2 3 4 5
- písemné testy 1 2 3 4 5

- hádání osobnosti 1 2 3 4 5
- „slovní kopaná“ 1 2 3 4 5
- skládání vět do slov 1 2 3 4 5
- vymýšlení příběhu 1 2 3 4 5
- hledání rozdílů na obrázcích 1 2 3 4 5
- párování správných slov k sobě 1 2 3 4 5
- vysvětlení významu slova učitelem v češtině 1 2 3 4 5
- vysvětlení významu slova učitelem v angličtině 1 2 3 4 5

Domácí práce - slovní zásoba zadaná učitelem

- Projekty – zpracování slovní zásoby k maturitním okruhům (možnost využití internetu pro vyhledávání slovní zásoby tzv. „e – learning“) 1 2 3
4 5
- Výňatky z filmů v anglickém jazyce a jejich následný překlad 1 2 3 4
5
- Výběr TV reklam v anglickém jazyce a jejich překlad 1 2 3 4 5
- Cvičné listy se zpětnou vazbou (zadané překlady vět s následným podrobným vysvětlením dané problematiky, opravy s použitím metody „e – learning“) 1 2
3 4 5

Domácí práce samostatná

Označte křížkem ty z následujících metod, které využíváte při domácí přípravě.

- Vyhledávání slovíček ve slovníku
- Učení se slovní zásoby z kartiček, na nichž jsou napsaná potřebná slovíčka
- Vyvěšení vypsané slovní zásoby po pokoji, na nástěnce
- Učení se slovní zásoby poslechem písní z hudebního nosiče
- Poslech čteného textu (knihy) z hudebního nosiče (CD, MC)
- Používání výukových programů na CD
- Učení se slovní zásoby z filmu ANO NE

Pozn.: U této metody vyberte i stupeň její efektivity.

❖ v českém znění s anglickými titulky 1 2 3 4 5

❖ v angličtině s českými titulky 1 2 3 4 5

❖ v angličtině s anglickými titulky 1 2 3 4 5

- Učení se slovní zásoby čtením zajímavých článků, zpráv na internetu
- Čtení knih ANO NE

Pozn.: U této metody také vyberte stupeň její efektivity.

❖ v originálním znění 1 2 3 4 5

❖ v angličtině s překladem do češtiny 1 2 3 4 5

- Používání jiných metod ANO NE

(v případě ANO specifikujte)

Děkuji Vám za ochotu.

Veronika Hudcová

APPENDIX P II: SOUHLAS S PROVEDENÍM DOTAZNÍKOVÉHO ŠETŘENÍ

Soukromá střední
odborná škola
živnostenská
Brno, s. r. o. 


Cejl 61
602 00 Brno
tel.: 534 210 696

Brno 10. 4. 2010

Souhlas s provedením dotazníkového šetření

Souhlasím, aby paní Veronika Hudcová provedla dotazníkové šetření na Soukromé střední odborné škole živnostenské Brno, s. r. o. pro účely bakalářské práce.

Soukromá střední odborná
škola živnostenská
BRNO 
602 00 Brno, Cejl 61
Tel./fax: 543 210 696
IČ: 25339842, ssozs@vol.cz


Ing. Lenka Hrdinová
ředitelka školy