

Abstract

The diploma thesis deals with the relationship between graded readers and teaching vocabulary. We examine whether extensive reading leads to vocabulary acquisition on the basis of context provided by graded readers. In addition, we focus on the frequency of occurrence of individual lexical items and we interpret it as an important variable in teaching lexis. These two factors are compared using test data from two groups of experiment participants. The first group (the reading group) was asked to read the text at their own pace, while the second group was asked to read the text while listening to it being narrated by an English native speaker. Based on hitherto research, the listening group is expected to outperform the reading group.

After introducing the topic in chapter 1, we attempt to define extensive reading in chapter 2. Graded readers are based on providing sufficient amount of context for understanding unknown vocabulary. In this chapter we contrast practical application of extensive reading with theoretical foundation in secondary literature. Chapter 3 delineates the methodology used in the present thesis. It is based on replicating a study by Waring and Takaki (2003), and also on research into audio-assisted reading. This methodology is used to measure the efficiency of reading and contrast it with the efficiency of reading assisted by audio input. Chapter 3 also lists research questions and the primary hypothesis. Chapter 4 is based on analyzing the findings of our experiment and on contrasting them with research questions. Chapter 5 summarizes the results of the thesis, compares them with the hypothesis and suggests areas for further research.

Key words: extensive reading, graded readers, vocabulary, listening