

Učební styl žáka a jeho role v procesu osvojování slovní zásoby v cizím jazyce u žáků  
mladšího školního věku

Kateřina Smolíková

**ABSTRACT**

The thesis deals with learning styles and their role in the process of vocabulary acquisition. The theoretical part characterizes the basic concepts associated with learning styles, their typology and the history of their research, their diagnostics and pedagogical application. Furthermore, some previous research concerning the effectiveness of respecting the student's learning styles in teaching is mapped here. The practical part describes a research survey, which aims to identify students' learning styles and compare the level of acquired vocabulary depending on the way in which the new vocabulary was presented to students. The comparison of the level of acquired vocabulary took place in three groups, whose learning style preferences differed from each other. It was a visual-verbal and kinesthetic-aural group and a group of students without a preference for learning style. At the same time, the practical part also analyzes the percentage composition of the preferences of learning styles of individual respondents and compares their results with their preferences.

**KEYWORDS**

learning style, VARK questionnaire, younger school age, vocabulary acquisition, foreign language