

ABSTRACT

This diploma thesis focuses on the influence of writing while learning new English vocabulary. Theoretical part of this thesis is divided into two chapters. First chapter discusses the formal teaching of English and describes when and where students encounter the language and how they improve their language abilities from the kindergarten to the first year of their primary education. The second part deals with the process of acquiring new vocabulary. Along with discussing the writing transcription theory and what methods can be utilized, it also focuses on the differences of learning new vocabulary through written and oral form

In the practical part, we examine whether it is more efficient to train new vocabulary through the spoken form or to additionally use the written form of learning.

The research was conducted on third grade students, which were separated into two learning groups. While the first learning group was only using the spoken form, the second group also applied the written learning method to memorize their vocabulary. Students were instructed to memorize thirteen English words in four hours, learning the first half of the new vocabulary in the first two hours of the given time. The next hour is then reserved for students to finish a test, which is categorized into 4 different types of exercises - translation, correct answer selection, dictation and animal recognition.

Finally, the tests are inspected to provide statistics for this research.

After the proper examination of our results, we can summarize that both methods were equally efficient thus our thesis has not been proven nor disproven.