

The aim of this thesis is to present the results of research summarizing relevant literature and other resources dealing with the problem of vocabulary presentation, memorization and practice in an English language classroom using a reading text, taking into account the role of age in this process. The outcome of this research is reflected through the classroom-based research, i.e. the execution of practical experimental lessons which are aimed at two different age groups and compare the rate of success of vocabulary memorization using identical classroom procedure for both target groups. The results are then evaluated and justified in the final summary.