



DOI: 10.15804/tner.2023.72.2.14

Michaela Trnová

Masaryk University, Brno, Czech Republic

Aspects of Vocabulary Knowledge in Year 6 and 7 EFL COURSEBOOKS

Abstract

This article presents a content analysis of vocabulary activities in selected lower-secondary coursebooks used in the Czech Republic in Years 6 and 7. The analysis is based on I. S. P. Nation's classification of aspects of word knowledge that learners should acquire to master vocabulary knowledge. Accordingly, the aim is to discover which aspects of vocabulary knowledge are covered in the selected coursebooks. Levels 1 and 2 of Project Explore and Your Space are analysed, and vocabulary activities are classified based on the primary goal of each activity. The aspect of grammatical functions and that of form and meaning are covered most, whereas the aspect of concept and referents is not covered in Years 6 and 7 at all, and the aspect of constraints on use is not covered in Year 6. The present research can benefit the authors of coursebooks and other teaching materials and the teachers who use selected coursebooks.

Keywords: *vocabulary, coursebooks, vocabulary knowledge, vocabulary activities*

Introduction

Words are building blocks of a language (Haß, 2010; Webb & Nation, 2017). Vocabulary includes individual words and items consisting of multiple words we keep in mind (Ur, 2012). Scrivener (2011) defines vocabulary as individual words (e.g., *dog, wash*) or fixed combinations of two or three words (e.g., *stock market*), while lexis is a database of words and all word combinations in our mind. Lexis includes words, collocations, fixed expressions (e.g., *Good morning*), and semi-fixed expressions (e.g., *Could you pass..., please?*) (Lewis, 1997). This article uses the terms *words, lexical units, lexical items*, and *vocabulary* interchangeably.

According to researchers involved in teaching and learning vocabulary, such as Nation (1990), Singleton (1999), and Brown (2010), word knowledge should not be limited to knowing the meaning or the form and meaning of the word. Nation (2001) presents nine aspects of word knowledge that learners should acquire to master vocabulary knowledge. Every aspect of word knowledge should be addressed in coursebooks, especially in the EFL setting, where language exposure outside the classroom might be limited (Brown, 2010).

Research focusing on vocabulary in EFL¹ or ESL² textbooks can be divided into three areas, namely 1. multiword lexical units, 2. individual words and 3. vocabulary activities and vocabulary work. The first group includes research into collocations, fixed and semi-fixed expressions and idioms (Hsu, 2006; Forssten et al., 2017). In individual words, research is focused on frequency and corpora, and researchers follow high and low-frequency words and academic or technical vocabulary in textbooks (Catalán & Francisco, 2008; Nordlund, 2016). The third group focuses on the presentation and organisation of vocabulary (Hamiloglu & Karhova, 2009) and vocabulary activities (Orío, 2014).

Brown (2010) analysed nine EFL textbooks published between 2002 and 2007, covering beginner, pre-intermediate and intermediate levels. The textbooks were published by well-known publishers (e.g., Oxford University Press, Cambridge University Press, Longman, Macmillan), and their authors are native speakers. Brown classified vocabulary activities based on Nation's aspects of word knowledge. However, he analysed only odd units and revision units in student's books and omitted pages with further practice at the end of the student's books and workbooks. The research results show that more than half of vocabulary activities (51.5%) focus on form and meaning. 29% of vocabulary activities focus on the aspect of grammatical functions, but with a higher level, the number of these exercises decreases. Two of the beginner textbooks contain more vocabulary activities focusing on the aspect of grammatical functions than those focusing on the aspect of form and meaning. The aspect of spoken form is represented by 14.8% of vocabulary activities, but one of the textbooks contains 44% of vocabulary activities focused on the spoken form of the word. In comparison, in other textbooks, the number is much lower (5-22%). The aspect of word parts is not represented in textbooks for beginners. It is covered only at higher levels, but only with 1.8% of vocabulary activities. However, the least attention is paid to constraints on use (0.7%).

¹ English as a foreign language

² English as a second language

Learning to use words that the learner knows successfully is more difficult than learning new words; it takes time and requires exposure to many language patterns (Scrivener, 2011). Including activities covering Nation's (2001) nine aspects in teaching vocabulary will raise the learners' awareness of how lexical items are used. The mentioned research into vocabulary activities and aspects of word knowledge focused on coursebooks for adults and young adults. Furthermore, only odd units of student's books were analysed, whereas even units and workbooks were not part of the analysis. Therefore, we believe the presented research into vocabulary activities in lower-secondary coursebooks can benefit the authors of coursebooks and teachers. As Brown (2010) points out, focusing on coursebooks in different markets is also essential.

Research Methodology

Singleton (1999) suggests that teaching vocabulary focuses only on the tip of the lexical iceberg. Although more attention is likely to be paid to the form and meaning of a word, coursebooks should cover more aspects of vocabulary knowledge. The research aims to determine whether EFL coursebooks for Years 6 and 7³ used in the Czech Republic cover more aspects of vocabulary knowledge or focus only on knowing the form and the meaning. Based on the objectives of the study, the following research questions emerged:

Research question 1: Which aspects of vocabulary knowledge do the selected EFL coursebooks for Year 6 cover?

Research question 2: Which aspects of vocabulary knowledge do the selected EFL coursebooks for Year 7 cover?

Research Sample

The basic set consists of EFL coursebooks intended for Years 6 and 7 and includes coursebooks published by international and Czech publishers. For the research, the following books were selected: *Project Explore 1 Student's Book* (Phillips & Shipton 2019), *Project Explore 1 Workbook* (Phillips et al., 2019), *Project Explore 2*

³ In the Czech Republic, children attend *basic* school from the age of six to fifteen. Stage 1 (Year 1-5) corresponds with primary school, Stage 2 (Year 6-9) corresponds with lower-secondary school. At the age of eleven, talented children can leave *basic* school and go to lower-secondary grammar school.

Student's Book (Wheeldon & Shipton, 2019), *Your Space 1: učebnice* (Hobbs et al., 2014a), *Your Space 1: pracovní sešit* (Hobbs et al., 2014b), *Your Space 2: učebnice* (Hobbs et al., 2014c) and *Your Space 2: pracovní sešit* (Hobbs et al., 2015).

Project has been widely used in the Czech Republic since the early 1990s. Oxford University Press published the first edition of *Project* by Tom Hutchinson in the 1980s as *Project English*. *Project Explore* has four levels for Years 6-9 and the corresponding years of the lower-secondary grammar school. The original edition of *Your Space*, published by Cambridge University Press, consists of three levels. However, the Czech edition, published by Fraus and Cambridge University Press, consists of four levels to correspond with the four years of Stage 2.

Research Process

The research survey analysed all six units in *Project Explore 1* and *Project Explore 2*, including the *Introduction* unit, sections A-D, songs, sections on pronunciation, and pages devoted to *Project* work, *Culture* and cross-curricular links (*Learn through English*). All eight units were analysed in *Your Space 1* and *Your Space 2*, including the *Welcome* unit and *Communication* pages. The workbooks were analysed as well.

Research Unit

The research unit is an activity that works with vocabulary, i.e. in which vocabulary is presented, practised and used. According to Lewis (1997), activities can have both linguistic and non-linguistic outcomes and are done in pairs or groups, while exercises are usually done individually and have a linguistic focus. Other authors, e.g., Scrivener (2011), do not contrast the terms. Ur (2012) uses tasks and activities, and Webb and Nation (2017) use vocabulary learning activities. Therefore, the present text works with the term *vocabulary activities*. The vocabulary activities in the coursebooks are categorised based on Nation's (2001) nine aspects of word knowledge (Table 1). Including a vocabulary activity in the corresponding aspect of word knowledge results from the focus and primary aim of the vocabulary activity.

The reliability of the research tool was verified through inter-rater reliability. The coders identified vocabulary activities in *Introduction* and Units 1-3 in *Project Explore 1*. Vocabulary activities were analysed and coded based on Nation's (2001) nine aspects of vocabulary knowledge, considering Brown's (2010) description of aspects and activities. Then the coders worked independently on Units 4-6. The average agreement was 92.4%. Based on negotiations between the coders, vocabulary activities fulfilling the aspects were further specified (Trnová, 2021).

Table 1. Nine aspects of word knowledge

Form	Spoken form	What does the word sound like? How is the word pronounced?
	Written form	What does the word look like? How is the word written and spelt?
	Word parts	What parts are recognisable in this word? What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal? What word form can be used to express this meaning?
	Concept and Referents	What is included in the concept? What items can the concept refer to?
	Associations	What other words does this make us think of? What other words could we use instead of this one?
Use	Grammatical functions	In what patterns does the word occur? In what patterns must we use this word?
	Collocations	What words or types of words occur with this one? What words or types of words must we use with this one?
	Constraints on use	Where, when, and how often would we expect to meet this word? Where, when, and how often can we use this word?

(Nation, 2013, p. 49)

Results

RQ 1: Which aspects of vocabulary knowledge do the selected EFL coursebooks for Year 6 cover?

Table 2. Aspects of vocabulary knowledge in *Project Explore 1* and *Your Space 1*

		PE1 SB WB 193 186		PE1 379	PE1 379	YS1 SB WB 250 156		YS1 406	YS1 406
F O R M	Spoken form	44	10	54 14.25%	103	40	18	58 14.29%	104
	Written form	6	31	37 9.76%		7	24	31 7.64%	
	Word parts	9	3	12 3.17%	27.18%	10	5	15 3.69%	

		PE1 SB WB 193 186		PE1 379	PE1 379	YS1 SB WB 250 156		YS1 406	YS1 406
M E A N I N G	Form and meaning	60	61	121 31.93%		73	64	137 33.74%	
	Concept and referents	0	0	0 0%	150	0	0	0 0%	141
	Associations	15	14	29 7.65%	39.58%	5	1	6 1.48%	35.22%
	Grammatical functions	41	49	90 23.75%		87	30	117 28.82%	
U S E	Collocations	18	18	36 9.50%	126	28	14	42 10.34%	162
	Constraints on use	0	0	0 0%	33.25%	0	0	0 0%	39.80%

The analysed coursebooks (CBs) are used in Year 6. However, in *Your Space 1* (YS1), a relatively large space is devoted to vocabulary and grammar from Stage 1. The most significant difference in the level is noticeable in the introductory unit. In *Welcome* in YS1, vocabulary focuses on the teacher's instructions, classroom and school objects. In *Introduction in Project Explore 1* (PE1), peers in the photo story show the new students around the school, and their vocabulary is more advanced.

Both PE1 and YS1 cover seven of the nine aspects of vocabulary knowledge. No vocabulary activities cover the aspect of concept and referents and the aspect of constraints on use, which is related to the language level (A1, according to the Common European Framework of Reference for Languages). 379 vocabulary activities were identified in PE 1 and 406 in YS1. These are not only activities labelled directly *Vocabulary* but also activities that work with vocabulary intended for acquisition in a targeted manner. The difference in the number of activities in both CBs is not very significant. Vocabulary activities focused on the category of meaning are the most represented in PE1 (39.58%), which is caused by a higher number of vocabulary activities covering the aspect of associations, while in YS1, vocabulary activities focused on the category of use are the most represented (39.80%).

In the category of use, most activities in both CBs are devoted to grammatical functions. The emphasis on grammatical functions is more evident in YS1 (28.82%) than in PE1 (23.75%). In YS1, learners use vocabulary primarily in connection with grammatical forms and structures intended for acquisition, so it

is sometimes difficult to distinguish whether these activities focus on grammar or vocabulary. In PE1, learners often complete a word (or the correct form of a word or phrase) in a text. In YS1, the word is already given in the sentence or the right place in the text, so learners do not need to know the word's meaning but only create the correct form. Another difference is that the aspect is represented in YS1 primarily in the student's book (SB).

The aspect of collocations, which does not cover only collocations from the linguistic point of view, but also multiword items (chunks), is fulfilled with 10.34% in YS1 and 9.50% in PE1. Vocabulary activities covering the aspect occur in certain sections in both CBs (*Communication* in YS1 and *Everyday English* in PE1). First, chunks are introduced in dialogues, then their spoken form, i.e. correct pronunciation, is practised, and finally, they are used in dialogues. In the workbooks (WBs), activities usually focus on completing a phrase in a dialogue. In YS1, collocations are also presented in sections called *Chat zone* and *Your words*, e.g., collocations with verbs *have*, *do*, *make*, and *go*. PE1 also contains an activity focusing on collocations with the verbs *play*, *do*, and *go*.

As mentioned above, the aspect of constraints on use is not represented in PE1 and YS1. However, in YS1, in one of the *Get it right* sections, it is mentioned that learners are to use contractions of the verb *to be* in colloquial English.

The category of meaning is represented in PE1 (39.58%) more than in YS1 (35.52%). Most vocabulary activities cover the aspect of form and meaning (31.93% in PE1 and 33.74% in YS1). In both CBs, vocabulary intended for acquisition is usually presented through pictures or photographs, and learners are supposed to match them with a lexical unit, followed by checking for correctness and focusing on the correct pronunciation. However, in PE1, more space is devoted to vocabulary work. Already acquired vocabulary (prior knowledge) is activated first (e.g. in *You first!* section), there is more stress on the multi-sensory approach, e.g. there are activities in which the learner explains the meaning of a lexical unit by movement and the other learner in a pair (or the other learners in a group) must provide the lexical unit. The aspect is given roughly equal attention in the SB and WB in PE1, while in YS1, more activities are found in the SB.

Associations are represented by 7.65% in PE1, compared to 1.48% in YS1. In both CBs, the activities include categorising words, providing examples within a category (group) of words, and matching words to words of the opposite meaning. In PE1, the aspect is given equal attention in both the SB and the WB. In YS1, more activities are found in the SB. The aspect of concept and referents is not represented in both CBs.

The category of form is the least represented in both CBs (27.18% in PE1 and 25.62% in YS). Most activities focus on spoken form, namely 14.25% in PE1 and 14.29% in YS1. Learners repeat lexical units separately, in sentences and short dialogues, and check if they have completed the dialogues correctly. SBs contain activities focusing on the correct pronunciation of individual phonemes and pairs of phonemes. While more attention is paid to the spoken form of the word in both SBs, there is more focus on the written form in the WBs. The aspect of written form is represented by 9.76% in PE1 and 7.64% in YS1.

YS1 contains 3.69% and PE1 3.17% of vocabulary activities covering word parts. In PE1, these focus mainly on suffixes associated with parts of speech (e.g., *-ly* for adverbs or *-er* for nouns). In YS1, for example, they focus on forming plural nouns. This aspect is represented in both SBs more than in WBs.

RQ 2: Which aspects of vocabulary knowledge do the selected EFL coursebooks for Year 7 cover?

Table 3. Aspects of vocabulary knowledge in *Project Explore 2 a Your Space 2*

		PE2		PE2	PE2	YS2		YS2	YS2
		SB WB		415	415	SB WB		368	368
		270	145	415	415	237	131	368	368
FORM	Spoken form	45	19	64 15.42%	05	47	16	63 17,12%	87
	Written form	15	17	32 7.71%		4	14	18 4,89%	
	Word parts	6	3	9 2.17%	25.30%	6	0	6 1,63%	23.64%
MEANING	Form and meaning	83	27	110 26.51%	118	56	37	93 25.27%	103
	Concept and referents	0	0	0 0%		0	0	0 0%	
	Associations	6	2	8 1.93%	28.43%	6	4	10 2.72%	27.99%
USAGE	Grammatical functions	49	28	76 18.55%	192	65	36	102 27.45%	178
	Collocations	33	33	66 15.90%		46,27%	43	17	
	Constraints on use	33	16	49 11.81%	46,27%	10	7	17 4.62%	48.37%

The analysed CBs are used in Year 7 and cover eight aspects of vocabulary knowledge. 414 vocabulary activities were identified in *Project Explore 2* (PE2) compared to 368 in *Your Space 2* (YS2). Both CBs contain most vocabulary activities in the category of use. The number of activities is higher in both PE2 (46.38%) and YS2 (48.37%) than in PE1 (33.25%) and YS1 (39.80%). The increase results from a higher number of activities covering the aspect of collocations and the aspect of constraints on use and a lower number of activities covering the aspect of form and meaning, compared to the CBs used in Year 6.

In the category of use, the aspect of grammatical functions is the most represented. However, the number of activities is higher in YS2 (27.45%), as learners use vocabulary in connection with grammatical forms and structures intended for acquisition. Learners complete correct words or correct forms of words in sentences. They also use vocabulary intended for acquisition in short dialogues. In YS2, learners often use vocabulary concerning grammatical forms and structures intended for acquisition. The aspect is given more attention in the SBs than WBs.

The aspect of collocations is represented in PE2 with 16.18% and in YS2 with 16.30% of vocabulary activities. In both CBs, these activities are mainly found in sections focused on everyday communication and peer interaction. In PE2, it is the *Everyday English* section, and in YS2, it is the *Communication* section. First, chunks are presented in dialogues, and then learners practise the correct pronunciation and create a similar dialogue. The difference lies in the activities in the WB. In YS2, these are usually activities to complete dialogues with multiword units. In PE2, activities in the WB include completing chunks with words, completing dialogues with chunks, and creating dialogues using them. Typically, there are four to five activities in the *Everyday English* section and one to two more activities in the *Progress check* after each unit, so the ratio of activities in PE2 WB and PE2 SB is approximately the same, whereas, in YS2, the aspect is more represented in the SB. In YS2, activities fulfilling the aspect can be found in some of *Your words* and *Chat zone* sections.

The aspect of constraints on use is represented in PE2 with 11.84% and in YS2 with 4.62% of vocabulary activities. In YS2, these are mainly activities in the *Chat zone* section, and in PE2, in the *Spoken English* section. Thus, in both CBs, the activities work with informal language in connection with the story of peers. In PE2, the activities also cover polite requests. The aspect is given more attention in the SBs.

The meaning category is represented by 28.50% of vocabulary activities in PE2 and 27.99% in YS2. Most activities are devoted to form and meaning (26.57% in PE2 and 25.27% in YS2). As in PE1 and YS1, both CBs focus on matching an image

(meaning) and the word's written form. In PE2, more space is devoted directly to vocabulary work. Prior knowledge is activated first (e.g., in *You first!*), new vocabulary is also presented or practised by matching lexical units and definitions, and there are also activities in which learners test each other. The aspect is given more attention in the SBs than WBs.

The aspect of associations (2.72% in YS2 and 1.93% in PE2) is represented by activities focusing on categorising lexical items (e.g. categorising clothing or associating specific goods with corresponding shops in YS2; categorising beverages, fruit and vegetables or categorising lexical items related to describing a person in PE2) and finding words or phrases of opposite meaning (e.g. adjectives of the opposite meaning in YS2 and phrasal verbs of the opposite meaning in PE2). The aspect of associations is given more attention in SBs. The aspect of concept and referents is not represented in both CBs.

The category of form is the least represented in both CBs. It is represented by 25.12% of vocabulary activities in PE2 and 23.64% in YS2, with most activities devoted to spoken form, namely 17.12% in YS2 and 15.22% in PE2. Learners repeat lexical units separately in sentences and short dialogues. There are activities focused on the correct pronunciation of phonemes in both CBs. PE2 contains activities focused on silent letters and intonation in polite requests and answers, while YS2 contains activities focused on word stress. Again, more attention is paid to spoken form in the SBs and written form in the WBs. The aspect of written form is represented by 7.73% of vocabulary activities in PE2 and 4.89% in YS2.

PE2 contains 2.17% and YS2 1.63% of vocabulary activities covering word parts. In both CBs, the plural endings of nouns are used. In PE2, the activities include, for example, suffixes (e.g. *-ly* for adverbs). In YS2, they include the formation of adjectives from nouns, *un* prefixes in adjectives and adjectives ending in *-ed/-ing*. In YS2, the activities representing the aspect can be found only in the SB.

Discussion

The present study shows that not all aspects of vocabulary knowledge (Nation 2001) are represented in the selected CBs. The aspect of concept and referents is not covered in the CBs for Years 6 and 7, and the aspect of constraints on use is not covered in the CBs for Year 6. It is associated with the language level of the coursebooks (A1). In PE2 and YS2, vocabulary activities representing the constraints on use focus on spoken English and informal language used among pre-teens and early teens, which complies with the target group of learners. The aspect of

collocations is covered more in the higher level of CBs as there is more work with chunks in dialogues. In PE2, the same space is devoted to this aspect in both the SB and WB, whereas YS2 focuses on the aspect mainly in the SB. However, both CBs contain vocabulary activities representing the aspect of collocations in sections, i.e., *Everyday English* in PE2, *Communication* and *Your words* in YS2. Whereas the higher-level CBs focus on chunks and collocations more, the lower-level ones concentrate on the aspect of form and meaning, which is associated with the language level of the target group of learners. In PE1, there seems to be more stress on the multi-sensory approach, which considers the age of the learners and special educational needs children. Both CBs have vocabulary activities covering the aspect of spoken form mainly in the SBs, where vocabulary is presented and practised, whereas the aspect of written form is represented by activities in the WBs, where vocabulary is practised. The main difference between the analysed CBs lies in the number of activities covering the aspect of grammatical functions. In YS, learners use vocabulary, especially with grammatical forms and structures intended for acquisition, whereas, in PE, vocabulary seems to be targeted more.

In PE1 and PE2, I positively evaluate the work with vocabulary independently of grammar, the emphasis on the multi-sensory approach, and the *Communication* and *Spoken English* sections in SBs and WBs. I would recommend including a section similar to the *Your words* section in YS, which could support the depth of vocabulary, namely the aspect of word parts and associations. In YS1 and YS2, I positively evaluate the *Communication* and *Your words* sections in SBs. I would recommend working with vocabulary more independently of grammar intended for acquisition, developing the *Communication* section in WBs and overall increasing the number of vocabulary activities in WBs. The aspect of word parts and associations could then be more represented to support vocabulary depth.

The subsequent research will now focus on analysing the CBs for Years 8 and 9, including all the units in the SBs and WBs. Then the qualitative research, namely a semi-structured interview, will be conducted with lower-secondary teachers of English who use *Project Explore*. Finally, the results of both research surveys will be compared, and recommendations for coursebook authors and their users will be formulated.

Conclusions

The research presented in the article concerns the content analysis of the selected EFL coursebooks used in the Czech Republic for Years 6 and 7. Vocabulary activi-

ties in all the units in the student's books and workbooks of *Project Explore 1-2* and *Your Space 1-2* are analysed and categorised according to Nation's (2001) aspects of vocabulary knowledge. The content analysis of vocabulary activities in *Project Explore 3-4* and *Your Space 3-4* will represent the following stage of the current research. Then, vocabulary activities in the coursebooks will be explored from the perspective of teaching practice.

Scrivener (2011) argues that after teaching core meaning, spelling and pronunciation, exploring the uses of lexical items that learners already know becomes more critical and emphasises planning lessons that allow learners to encounter the same lexical items in new combinations with different surroundings and uses. If coursebooks do not allow learners to encounter the words repeatedly, teachers need to provide activities that develop more aspects of word knowledge. As far as it is known, research into vocabulary knowledge aspects in coursebooks has focused only on odd units of student's books. Moreover, such research has not yet been conducted in the Czech Republic. Therefore, the presented research is believed to benefit teachers and authors of coursebooks and supplementary study materials.

References

- Brown, D. (2010). What aspects of vocabulary knowledge do textbooks give attention to? *Language Teaching Research*, 15(1), 83–97. <https://doi.org/10.1177/1362168810383345>
- Fernández Orío, S. (2014). Vocabulary knowledge dimensions in EFL textbooks. *Encuentro*, 23, 30–37. <https://core.ac.uk/download/pdf/58911078.pdf>
- Forssten, R. A., Skopinskaja, L., & Liiv, S. (2017). Comparative analysis of idiom selection and sequencing 5 in Estonian basic school EFL coursebooks. *Eestu Rakenduslingvistika Ühingu Aastaraamat* 13, 5–18. <http://arhiiv.rakenduslingvistika.ee/ajakirjad/index.php/aastaraamat/article/view/ERYa15.02/456>
- Hamiloglu, K., & Karhova, H. (2009). A Content Analysis on the Vocabulary Presentation in EFL Course Books. *Ozean Journal of Social Sciences*, 2(1), 43–54. http://ozelacademy.com/OJSS_v2n1_4.pdf
- Haß, F. (2010). Methoden im Fremdsprachenunterricht [Methods in Foreign Language Teaching]. In W. Hallet, & F. G. Königs (Eds.), *Handbuch Fremdsprachendidaktik* (pp. 151–156). Klett/ Kallmeyer.
- Hsu, J. (2006). *An Analysis of the Multiword Lexical Units in Contemporary ELT Textbooks*. <https://files.eric.ed.gov/fulltext/ED497440.pdf>
- Jiménez Catalán, R. M., & Mancebo Francisco, R. M. (2008). Vocabulary Input in EFL Textbooks. *RESLA* 21, (pp. 147–165). <https://dialnet.unirioja.es/descarga/articulo/2926029.pdf>
- Lewis, M. (1997). *Implementing the lexical approach: Putting theory into practice*. Language Teaching Publications.

- Nation, I. S. P. (1990). *Teaching and learning vocabulary*. Heinle, Cengage Learning.
- Nation, I. S. P. (2001) *Learning Vocabulary in Another Language*. Cambridge University Press.
- Nation, I. S. P. (2013). *Learning vocabulary in another language*. Second edition. Cambridge University Press.
- Nordlund, M. (2016). EFL textbooks for young learners: a comparative analysis of vocabulary. *Education Inquiry*, 7(1), 47–68. <https://doi.org/10.3402/edui.v7.27764>
- Scrivener, J. (2011). *Learning Teaching*. Macmillan Education.
- Singleton, D. (1999). *Exploring the Second Language Mental Lexicon*. Cambridge University Press.
- Ur, P. (2012). *A course in English language teaching*. Cambridge University Press.
- Trnová, M. (2021). Aspekty znalosti slovní zásoby v učebnicích anglického jazyka pro 2. stupeň ZŠ: Pilotní výzkum [The Aspects of Vocabulary Knowledge in Lower-Secondary EFL Coursebooks: Pilot Research]. In *Výzkum v didaktice cizích jazyků IV* (pp. 137–172). Masarykova univerzita.
- Webb, S., & Nation, P. (2017). *How vocabulary is learned*. Oxford University Press.

Analysed Coursebooks

- Hobbs, M., Starr Keddle, J., Wdowyczynová, H., & Betáková, L. (2014a). *Your Space 1: učebnice*. Fraus.
- Hobbs, M., Starr Keddle, J., Wdowyczynová, H., & Betáková, L. (2014b). *Your Space 2: učebnice*. Fraus.
- Hobbs, M., Starr Keddle, J., Wdowyczynová, H., & Betáková, L. (2014c). *Your Space 1: pracovní sešit*. Fraus.
- Hobbs, M., Starr Keddle, J., Wdowyczynová, H., & Betáková, L. (2015a). *Your Space 2: pracovní sešit*. Fraus.
- Phillips, S., Shipton, P., & Trnová, M. (2019). *Project Explore 1: Pracovní sešit*. Oxford University Press.
- Phillips, S., & Shipton, P. (2019). *Project Explore 1: Učebnice*. Oxford University Press.
- Wheeldon, S., & Shipton, P. (2019). *Project Explore 2: Učebnice*. Oxford University Press.
- Wheeldon, S., Shipton, P., & Trnová, M. (2019). *Project Explore 2: Pracovní sešit*. Oxford University Press.

Advised by doc. PhDr. Renata Povolná, PhD, Department of English Language and Literature, Faculty of Education, Masaryk University, Brno, Czech Republic

AUTHOR

MICHAELA TRNOVÁ

Mgr., Masaryk University, Poříčí 9, Brno

E-mail: michaela.trnova@osu.cz

ORCID: <https://orcid.org/0000-0003-3266-0428>