Abstract

Secondary-school teachers at Czech schools are encountering an increasing number of students who are significantly ahead of their peers. These students are either bilinguals or advanced learners. Regardless of the students' proficiency, the Czech education system enforces these students to keep attending further English classes, which often positions their teacher before a burdening question of what to teach these students. Scientific research postulates that a potential weakness of the said type of students could be vocabulary. This hypothesis was verified in this thesis, with the aid of Paul Nation VLT and Laufer & Nation Productive Vocabulary tests. The second goal of this thesis was to set a typical profile of advanced-learner and bilingual student through a survey. Results from the tests confirmed a significant deficiency in all of twelve test-subjects' productive vocabulary. Receptive vocabulary tests nonetheless revealed large receptive vocabulary size with eleven of tested subjects. Based on these findings, the recommended method for students this advanced is to allow them more autonomy, particularly through extensive reading, and to assign them extended seminar papers through which they will apply their productive vocabulary. The thesis is written in English.