

The starting point of this thesis is the author's personal experience with English education at Czech secondary schools. Its task is to point out several concrete problems of this area, especially in the domain of vocabulary teaching. The paper does not aim at providing its readers with universal solutions of the problematic issues. Our purpose is rather to put emphasis on the wide range of possibilities of approaching the situation. Since one of our tenets was to cover the real current conditions, we decided not to formulate many initial assumptions. Instead of doing that we relied fully on the results of our research as a basis for further considerations.

The problems of English (vocabulary) teaching have been observed at two distinct Czech grammar schools resulting in two main types of their possible causes. First of them is undoubtedly recent rapid social development. Numerous changes in Czech society have been connected first with the Velvet Revolution in 1989, later with the growing influence of the European Union. Out of these shifts, the opportunity of personal contact with English speaking countries is the most significant. Further, Czech learners can profit from easier access to current foreign educational materials, TV and radio programs in English and original English literary and music production. Last but not least there is the opportunity of using the Internet.