

Ім'я користувача:
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Дата перевірки:
10.05.2021 17:53:12 EEST

Дата звіту:
10.05.2021 20:52:47 EEST

ID перевірки:
1007810115

Тип перевірки:
Doc vs Internet

ID користувача:
100006701

Назва документа: Данч Клаудіа-Беатрікс Іванівна

Кількість сторінок: 48 Кількість слів: 14682

Кількість символів: 102975 Розмір файлу: 1.36 MB ID файлу: 1007907198

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Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

Реєстраційний № _____

Кваліфікаційна робота
АСПЕКТИ ТЕСТУВАННЯ ЛЕКСИКИ В СЕРЕДНІЙ ОСВІТІ

ДАНЧ КЛАУДІЇ - БЕАТРІКСИ ІВАНІВНИ
Студентка IV-го курсу

Освітня програма 014 Середня освіта. Мова і література (англійська)
Ступінь вищої освіти: бакалавр

Тема затверджена Вченою радою ЗУІ
Протокол № 7 /27 жовтня 2020 року

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Робота захищена на оцінку _____, «__» _____ 2021 року
Протокол № _____ / 2021

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ASPECTS OF TESTING VOCABULARY IN SECONDARY EDUCATION

Bachelor's Thesis

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014 Secondary education. Language and literature (English)

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INTRODUCTION

Without words, people can not form sentences and can not communicate with each other. Read (2000, p. 1) stated, "Words are the basic building blocks, the unit of meaning from which larger structures such as sentences, paragraphs and whole texts are formed." The amount of words is disputed by several linguists.

"The English language is estimated to have anywhere from 100.000 to one million words, depending on how words are counted" (Lightbown & Spada, 2006, p. 96) but for effectively communicating, the student has to acquire 20 000 words (Lightbown & Spada, 2006).

Learning the new words is a complex process, teachers have a lot of difficulties with assessing vocabulary.

It is generally acknowledged that vocabulary has an important role in language learning. For example, Laufer (1997) said the vocabulary is more important than background knowledge, because vocabulary plays a more important role in interpreting a text. Vocabulary is one of the language parts which has an effect on the language skills. Vocabulary is an essential part of overall communication and language usage. Many linguists have made a research in general vocabulary and testing vocabulary. Nunan (1999, p. 101) said that "Vocabulary is a list of target language words". Additionally, Jackson and Amvela (2012, p. 11) claimed that "The terms vocabulary, lexicon, and lexis are synonymous." Furthermore, Richards and Schmidt (2002, p. 580) stated that "Vocabulary is a set of lexeme, including single words, compound words, and idioms. "

Many linguists have investigated the issue on vocabulary testing, like Hughes (1989) , Mcnamara (2006), Ніколаєва (2002), Труханова (2010), etc. Hughes (1989, p. 115) said "It is difficult to imagine British and American universities accepting students from overseas without some knowledge of their proficiency in English. The same is true for organisations hiring interpreters or translators. They certainly need dependable measures of language ability". Mcnamara (2006, p. 58) referred to that "Language tests play a powerful role in many people's lives, acting as gateways at important transitional moments in education, in employment, and in moving from one country to another". Furthermore, according to Ніколаєва (2002) testing is a guide for learners and parents about learning results. Труханова (2010) claimed, without feedback learner's could make the same mistakes and they do not get incentive to continue the work. Testing vocabulary is a controversial topic being discussed.

The **object** of the thesis is to describe the role of teacher in testing English vocabulary to language learners in secondary education, as well as which techniques they use for testing vocabulary and why they test vocabulary.

The **subject** of the thesis points out the main types of vocabulary, the theoretical overview

of vocabulary, and the reason for and aspects of testing vocabulary. It showed also techniques of testing vocabulary.

The **purpose** of this paper is to investigate aspects of testing vocabulary in secondary education. According to Harmer (2004) the basic aspects of vocabulary are to test how well students knows the different words or to gauge the size of a learner's vocabulary.

The **tasks** of the thesis are to analyse the academic literature, furthermore to inform different testing techniques for teachers in secondary education, and finally to investigate the cause of testing vocabulary.

The **methods** used in the first two chapters are mainly theoretical and descriptive. It gives an analysis and comparison of different aspects of testing vocabulary in secondary education. In the third part of the thesis empirical method is used to evaluate the effectiveness of vocabulary testing by using a questionnaire.

The **novelty** of the thesis is the effect of teachers' assessments to the students and presenting difficulties in testing vocabulary in secondary education.

The **theoretical value** of the study is to collect information about the vocabulary and their types, aspect and importance. Furthermore, it also reveals the main reasons for testing vocabulary and various techniques of testing.

The **practical value** of the thesis is to find out how the teachers test the language learners' vocabulary in secondary education.

The **thesis** consists of Introduction, Part 1, Part 2, Part 3, Conclusion and Appendix. Part 1 focuses on theoretical concepts about the vocabulary and their types, aspect and importance. Part 2 explains testing techniques and the reason for testing, and the aspect of testing vocabulary. Part 3 presents the procedure, results and discussion of the empirical investigation of testing vocabulary in secondary education in Transcarpathia. The research will be investigated with the use of quantitative method and a questionnaire as a research instrument. It also contains some suggested implications to the further research.

PART 1

THEORETICAL OVERVIEW OF VOCABULARY

The first part of this thesis gives detailed information about vocabulary and its historical background. It also presents different types of vocabulary, techniques of teaching vocabulary. This part also describes the selection and size of vocabulary. It highlights the basic aspects of vocabulary and the role of it.

1.1 Historical background of vocabulary

The suitable choice of vocabulary in communication plays an important part of conveying the meaning. Insufficient vocabulary prevents the understanding of the meaning in a text. The syntax or background knowledge is less important than the vocabulary, because vocabulary plays a more relevant role in interpreting a text. (Laufer, 1997).

Language is built up of grammatical rules and vocabulary elements. Vocabulary is the vital aspect of language without which a language can not exist in the world. Each language made-up of vocabulary items which are the most relevant tools to express the ideas. However, all languages can also not be rich in vocabulary items. The more vocabulary items language learners have, the more they can express their ideas in different places. Vocabulary items have the great significance area in any language learning. Communication is absolutely not possible in the lack of lexical items. It can be defined as the complete number of words, which people create in language. According to Richards (2001, p. 307) vocabulary refers to "a set of lexemes including single word, compound word and idioms."

Crystal (2007, p. 111) declares "Vocabulary is the Everest of language" so during teaching and learning vocabulary, the questions of the criteria of selection and need of the learners need to be properly considered.

Learning a foreign language is a matter of learning vocabulary of that language. In this regard Wallace (1989, p. 9) says, "It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically matters of learning the vocabulary of that language. Even though vocabulary is the central part of language, it is relatively that learning a foreign language is automatically learning vocabulary items. It is essential to deal with vocabulary item separately to advance vocabulary knowledge. So that the person can command over language."

According to Chomsky (2002, p. 16) due to finite numbers of grammatical rules a child

is capable of generating infinite numbers of structures. These rules are pre-programmed in the child's mind but this basis is not utilized in the case of vocabulary to be practical to learn because words may be used in different ways in different situations. Willis (1991, p. 111) said "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Ur (1996, p. 60) stated, "Vocabulary can be defined roughly as the words we teach in a foreign language. However, new items vocabulary may be more than a single word." According to Celce-Murica and Larsen-Freeman (1983, p. 29) "We take a considerably broader view of the lexicon, we consider it to comprise not only single words but also word compounds and conventionalized multi-word phrases." As Carter (2014) claimed, for many years vocabulary has been the sacrifice of discrimination by researchers who stated syntax to be a more important issue in the language development process. As a result, vocabulary teaching and learning has not accepted enough attention in English language teaching correlation (Carter & McCarthy, 2014). During the progress of language teaching history, before the 1970s, vocabulary was not considered as an important part of language teaching. Because of the impact of structuralism and the Chomskyan school of linguistics, which did not consider vocabulary an important field, the question of vocabulary stayed avoided. For example, that students would conclude the meaning of words from context was a determiner belief and because of this, it was supposed that no direct vocabulary instruction was needed (Coady & Huckin, 2003).

The absence of attention to vocabulary has been also to attribute the determiner influence of audio-linguism and the direct method during that period (Hinkel, 2011). According to the Audio-lingual Method, it was necessary to keep vocabulary teaching at minimum in the first stages of the learning of a second language (Celce - Murcia 2001). In the Audio-lingual Method teaching structural pattern and exercises had priority, not vocabulary. The vocabulary items used in the exercises were selected according to their suitability to the topic and according to their simplicity in understanding the patterns and exercises to be taught (Zimmerman, 1997). As a result of this approach, English Foreign Language students had poor writing ability and a poor comprehension of natural speech (Celce- Murcia & Heinle, 2001).

The Direct Method, on the other hand, was truly supported to teach vocabulary, but it claims that the vocabulary should be learnt in context and without much translation or explanation (Celce-Murcia & Heinle, 2001). There were several reasons which underline this point of view. According to Carter and McCarthy (2014) the believers of the Direct Method believed that foreboding what vocabulary learners might need is difficult. Second, if vocabulary teaching was involved too much in teaching, the students would consider language as an accumulation of words. The third reason was based on the hypothesis that in their first language people learn a little amount of vocabulary at the beginning but this increases finally in later stages. They believed that this

hypothesis could also be applied to second language vocabulary attainment.

During the 1970s, however, because of the impact of communicative language teaching, the significance of vocabulary was recognized afresh. Researchers started to point out the significance of vocabulary education and vocabulary knowledge (Carter & McCarthy, 2014). Wallace (1989), for example, stated that since vocabulary teaching is a more complex area, methods and techniques of teaching vocabulary should be treated in a more systematic mode. He also said that learning a second language requires learning its vocabulary in an effective mode. He argued that the inability of a learner to find a word, to express himself or herself could be a demotivating and frustrating experience on behalf of the students.

Judd (1978) also suggested that the fact that massive vocabulary education should be given from the early stages of learning, and vocabulary teaching should be given more relevance in ESL (English as a Second Language) programmes. Many other researchers and authors also started to regard vocabulary acquisition meaningful and recommended ideas on vocabulary teaching. Thorndike and Lorge (1944), for example, said the importance of teaching guessing strategies and his viewpoint was that vocabulary should be considered as a dividual language skill. According to Zimmerman (1997) evaluated the importance of vocabulary as well. He believed that native speakers can understand sentences with ungrammatical yet appropriate vocabulary better than those of grammatical but inappropriate vocabulary. This may refer to the more important part of vocabulary knowledge in communication, than grammar knowledge.

Rivers (1983) said for the vital need to learn a large enough vocabulary because with an inappropriate vocabulary, learners would not be able to use the functions and structures that they learned for comprehensible communication. Gass and Selinker (2008) claimed along the same principle, saying that, sentences which have grammatical mistakes, can be understood whereas the ones that contain lexical mistakes have less possibility of being comprehended. They illustrated this statement with these two sentences: "Can you tell me where is the train station?" and "I feel sorry for people who live in the suburbs." The first sentence whose appropriate form should be "Can you tell me where the train station is?" contains a grammatical mistake but still can be comprehended. On the other hand, the second sentence contains a lexical mistake because the speaker, by saying "suburb", meant here the slum places and felt sorry for indigent people who lived there, but it can be easily concluded and can be miscomprehended that she felt sorry for people who live in suburbs because they live far from the town and they have to drive to town. Here the misuse of only one lexical item can alter the whole meaning and turn it into a different way which actually was not intended by the speaker.

As can be seen in those instances, vocabulary suitability plays a critical part in learners' conveying meaning. Laufer (1997, p. 57) said, " No text comprehension is possible, either in one'

s native language or in a foreign language, without understanding the text's vocabulary". Laufer (1997) said that students need enough vocabulary rather than strategies for effective perception. These thoughts point out that lexical questions need to be thoroughly contemplated as they can restrain comprehension.

1.2 Types of vocabulary

Vocabulary can be described in terms of different criteria. Different scholars have tried to classify into various types: Harmer (2004) categorized vocabulary into active and passive vocabulary (p.159). According to him, active vocabulary that pupils have learnt and has been taught and they have probably to be able to utilize on the other hand, passive vocabularies hint to the words which the pupils perceive which they come up with these words but they will probably not be able to create. However, there is an issue with their determination of them. The pupils have a store of words but it is very hard to say which are passive and which are active. An active vocabulary by permanent practice may self back into passive store if it is not used and a passive vocabulary may become an active if the situation or the context demand its use "words which students will need to understand and also use themselves are called active vocabularies whereas words which the teachers want students to understand (e.g. when realizing a text) but which they will not need to use themselves are called passive vocabulary"(Harmer, 2004, p. 174).

Doff (1988, p. 19), likewise Cross (1992) said "Words that are internalized and can repeatedly be produced are said to be in student/active vocabulary and words that they could not readily produce, but would understand are said to be receptive (passive) vocabulary". Aarts and Arts (1981, p. 15) similarly, words also can be divided into four unlike groups, these structural or function words, substitute words, context words, grammatically distributed words. Function words imply grammatical words which have no meaning in isolation. Substitutes in words replace a class or several classes of words. Grammatically distributed words show unusual grammatical restriction in distribution. These words serve as links in syntactic string (Fries, 1945, p. 15).

Teaching of vocabulary contains the showing of lexical items in realistic contexts and in a learning situation what the learner needs to be proficient. This proficiency indispensably structural competence and vocabulary large enough for him to comprehend and create expressions on a wide variety of topics (Ellis & Tommlinson, 1987, p. 64) Without structural competence, he will never make himself understood; with structural competence but without pretty large vocabulary he will only be able to comprehend duly and comment on a very limited number of topics. This is why the aim of vocabulary teaching is to extend the students' vocabularies.

Johnson (2001, p. 19) said that "the best way to help schoolchildren expand their

vocabularies ... is to provide plentiful, interactive oral language experiences throughout the elementary and middle grades.” Nagy and Anderson (1984) said the word that “experiences with rich oral language are critical for vocabulary growth” and claimed that "wide reading is the primary engine that drives vocabulary growth”.

1.2.1 Passive vocabulary

Passive vocabulary, as Ellis and Tomlinson (1987) stated is the complete number of the lexical items which one can comprehend properly. Harmer (2004) specified passive vocabulary as the words which the students will identify when they come across them but which they will not be capable of creating. Wallace (1989) on the other hand said the term "receptive vocabulary" in place of passive vocabulary.

The learners' have a larger passive vocabulary knowledge than their active vocabulary as s/he will never have read or heard elements that s/he will never use and s/he will be able to comprehend almost many elements which s/he is unaware of use with the rate of precision. In order to enhance students' passive vocabularies, the teacher has to demonstrate new lexical things in a way that they are comprehended and will be recollected when read or heard anew.

On the other hand, as a natural pattern, a new element very seldom goes straight to the students' passive vocabulary. In place of, it generally goes through a temporary stage of fractional understanding that when they read a new word, they do not comprehend it fully but when they meet with that word more frequently, their understanding is growing. To help this progress, the teacher should illustrate the use of each new lexical element in lifelike contexts. This supports the student to understand the appropriate meaning of the element. (Gass & Selinker, 2008)

1.2.2 Active vocabulary

Active vocabulary, as Wallace (1989) said it "productive vocabulary" create the all number of lexical items which the pupils can exactly use in oral and written form. In this context, vocabulary learners' passive vocabulary will be superior to his or hers active vocabulary as s/he will have read or heard elements which s/he will never have to use.

As Harmer (2014) stated, active vocabulary hints at vocabulary that learners have been learnt or taught and which they are probable to be capable of using. On the other hand, passive vocabulary hints at words which students will recognize when they meet them but which they will not be capable of creating.

Any element which becomes a piece of a vocabulary learner's active vocabulary has to in

the first instance be a piece of his passive vocabulary. Ellis and Tomlinson (1987) said that the implication of this for teaching is important as the student cannot exactly use a lexical element which s/he does not understand. Thus, the education type, looking up the meaning of a word from a dictionary, writing two or three sentences each, including that word, is useless as the learners will be trying to use what he does not comprehend and most likely s/he will produce wrong sentences. Thus, in command to comprehend a lexical element, the vocabulary learner should hear or read it often in lifelike situations or contexts. Thus in order to use a lexical element accurately a learner has to, firstly, comprehend its use.

From another point of view, Doff (1988) said that the teaching of active vocabulary is generally worth time consuming, giving general examples and querying questions, so that students could truly see how the word is used. On the other hand, to save time it is frequently the best to demonstrate passive vocabulary fastly, with an easy example. If it turns up as a part of a text or dialogue, teachers could frequently allow students to guess the word meaning from context.

Richards and Rodgers (2001, p. 61) claimed "The words which refer to think quality state an action and which have meaning in isolation are known as content words but the words which have little meaning on their own, but show grammatical relationship in between sentences are known as function words". On the principle of the structure, there are three characteristics of the word: compound, complex and simple. Simple words create a single free morpheme followed or not by an affix, such as play, plays, played etc. Compound words create two or many free morphemes e.g. blackboard. A compound word is a lexical item consisting of two or more parts where the parts themselves work as a word e.g. bus park, school girls, etc. Complex words composed of a root plus one or more derivational affixes e.g. boyhood, determination, etc.

1.3 Basic aspects of vocabulary

In the previous time vocabulary was underestimated and it was comprehended only as an medium needed for teaching grammar but these days vocabulary has become more admitted by methodologists (Harmer, 2014).

Eventhough to know a word is a wider expression because it is needed to know many aspects of it. Ur (1996) described the particular aspects in this order: form, grammar, collocation, formation, word meaning.

To knowledge the form of a word means to know the pronunciation and spelling of a word (Ur, 1996). The other aspect is grammar if it is needful, for instance, when teaching irregular verbs teachers should also demonstrate the other two forms. Likewise, when teaching a noun with irregular plural form such as woman, it should be taught the plural form right away. Another main

object is teaching collocations, so that pupils know in what context they can use the word, for example, verbs make and do can be used with several situations, the people could say do the shopping but not make the shopping (Ur, 1996).

The following aspect is meaning which can be divided into many categories. The most used are synonyms (good-nice), antonyms (small-large) and hyponyms (dog, cat, bird - animals). More advanced pupils will likely deal with word formation in which we make new words by modification of the old ones, there are lot of ways how to form a new word such as compounding (second-hand), adding a prefix (un/important) or a suffix (believe/able) etc. (Ur, 1996, p.60-62)

It should be mentioned, knowing the word class, there are generally differentiate eight word classes: nouns (ball,window) , verbs (make, bring) , adjectives (sad, small) , adverbs (usually, rarely) , pronouns (you, her) , prepositions (at, in) , numerals (second, five) and conjunctions (and, but) (Ur, 1996, p.60-62).

1.3.1 Selection and size of vocabulary

There is a problem with teaching vocabulary because there are barely any rules on which vocabulary to teach. In grammar this is completely evident as teachers be unaware of teach students present perfect before present simple. In vocabulary there is only one tool or rule which says to teach concrete words before abstract ones (Harmer, 2014). Pupils - beginners are first taught words that they can use right away as they are let to practise these words in the class through easy speaking activities, for instance, asking about their ages, names, hobbies etc. Though, the more words they learn the more difficult it is to recall them or the words are so particular that they are not easy practicable (Scrivener, 1998).

What vocabulary is important for pupils? Harmer (2014) said that have two criteria from important vocabulary for vocabulary learners, which are frequency and coverage. The first phrase means that teachers teach words according to their frequency of usage. For instance, word love is more frequent than a word like innocence. The coverage means that teachers should prefer teaching words that stand for more things than just one, for instance, the word book has wider meaning than notebook (Harmer, 2004).

Although, Harmer (2014, p.154) said that teachers cannot follow the principle of frequency so strictly because words that are the most frequent in English are not the most effective mechanically. Otherwise, the rule "the more frequent the more helpful", is not authentic. Miller (1999, p. 93) said that " Working Memory can process chunks made up of 7+/- 2 items". "The average student learns about 3.000 word a year, or six to eight words per day." stated Cynthia and Drew Johnson. (Why teach vocabulary?)

Thornbury (2006) said that a vocabulary learner of English must need about 18 years of studying to be capable of get the same amount of vocabulary which a native speaker learn only in one year. The author said that the number of words which every student must make themselves understood is 2,000 words, this is called base vocabulary. This amount is used by native speakers in talk as well as in so called defining vocabulary which occurs in monolingual dictionaries.

Another viewpoint must be taken into attention; passive versus active vocabulary. Active vocabulary are words that pupils are able to use in conversation and which they recall while passive vocabulary means vocabulary which students recognize in a text, they comprehend it but they cannot use it actively. Although this division seems easy, it is not as simple as it looks like because every learner understands in a different way and this outcomes that though teachers wanted to teach him or her some active vocabulary, s/he may know it only passively and even if the teachers need to extend their vocabulary with some passive words, they may recall them exquisitely. Naturally at schools teachers tried to influence what vocabulary learn pupils but it is not easy at all. The golden rule is that the more learner work with words the better they recall them (Harmer, 2004). Thornbury (2002) claimed that the teacher should anyway pass on the eagerness from vocabulary learning into her or his learners and also show them a lot of ways how students can obtain new vocabulary through self-study.

1.4 The importance of vocabulary

Good knowledge of vocabulary is a relevant part of efficient communication. A knowledge of many words will make one a better writer, speaker, listener, and reader. Studies have shown that pupils with strong vocabulary, and pupils who work to ameliorate this confined vocabulary, are more effective in schools. Research studies also displays that a good vocabulary, more than any other factor, is specific to people enjoying successful careers (John, 1997). Students of ESL (English as a Second Language) would not possible to communicate effectively without the needful vocabulary. O'Rourke (2019), said that vocabulary increase is central to a student's life. It impacts thoughts, aspirations, actions and result of the student. Therefore, making vocabulary advancement correspond closely to the notional advancement. Moir and Nation (2002) claimed, another that vocabulary learning is a reasonable process and it could be written down as "making friends with words on the target language". Browne (2011), said that vocabulary study is important for constructing general language competency. Without a suitable vocabulary, there can be no language competence or output.

Wesche and Paribakht (1996) claimed that words are the harsh material of communication. The greater our harsh material (it means vocabulary), the better will be the tools of our direction for

effective communication. Wallace (1982) expressed that it is probable for a person to have good knowledge of how the system of a language works and yet s/he is unable to communicate efficiently. Consequently, realization to the emphasis on the teaching of vocabulary should be taken into serious deliberation.

Nation (1990) claimed the significance of vocabulary by saying that teaching vocabulary is inescapable. He further purify that the significance of appropriate vocabulary in achieving proficiency in the four language skills. Vocabulary extending is very significant in connection to students' achievement because the deficit of vocabulary is a primary cause of academic defeat. Due to the near relationship among reading and vocabulary, Baker (1995) claimed that the students' deficit of vocabulary lead on the decay in the levels of literacy. In other research, Baker (1995) said that with inappropriate vocabulary, learners were impossible to develop themselves in reading at an early stage, therefore it would be impossible to meet the future claims of their academic studies or career. Vocabulary is necessity whether one is speaking, listening, reading or writing. Teachers thus should not doubt the importance of teaching vocabulary in their language classrooms.

A research of a young foreign language learner by Allen (1986) claimed that the learner had about 260 to 300 words in his productive vocabulary after seven months of using English. English teachers are aware of how relevant vocabulary is. They understand that students must have a large amount of words.

PART 2

TESTING VOCABULARY

The second part of this thesis focuses on testing vocabulary and the reasons for testing. Furthermore, this part describes the principles and subject of the test. The different aspects and techniques of testing vocabulary are also included in this part.

2.1 Reason for testing vocabulary

According to a great number of linguists there are many reasons vocabulary testing. Based on several criteria it is categorised. The most common cause is that tests present a kind of capability. Tests are needed to discover the level of some knowledge of something. Hughes (1989, p. 4) said “It is difficult to imagine British and American universities accepting students from overseas without some knowledge of their proficiency in English. The same is true for organisations hiring interpreters or translators. They certainly need dependable measures of language ability”.

Testing cannot be avoided, Mcnamara (2006, p. 9) referred to that “Language tests play a powerful role in many people's lives, acting as gateways at important transitional moments in education, in employment, and in moving from one country to another”.

For teachers the cause for testing is perspicuous as they have to find out about their students' advancement (Hughes, 1989, p. 4). Though tests are not very popular in the circle of students they need to be taken regularly because teachers have to know if their students can comprehend a language matter or not and in that case, it should be an indication for some revision of those pieces of language which were not comprehended well. Furthermore, most schools tests have to be done so that pupils could be marked according them. More specifically, students need to be examined repeatedly a semester. The way of examination depends on every school management or as on the teacher of a particular subject. Nevertheless, the usual way of assessment is be done through written tests or oral examinations which are the main criteria for the final marks. According to Николаева (2002) assessment is a guide for learners and parents about learning results. Труханова (2010) stated that the assessment is an essential also for teachers and learners. Without feedback learner's could make the same mistakes, these may form in them not appropriate skill and ability. Without feedback the students do not get incentive to continue the work.

Heaton (1990) divided teacher's reasons for testing into numerous categories. The first category is finding out about progress. This is done through so called progress tests which “look back at what students have achieved ... and are the most important kinds of tests for teachers” (Heaton, 1990, p. 9). The writer also said that in progress tests learner's results must be very good,

most of them must have about 80% or 90% of appropriate answers, otherwise the subject of the test was not acquired and the teachers must find the error which maybe in the content of the test or in the bad process of teaching. The writer claimed that “the best progress test is one which students do not recognise as a test but see as simply an enjoyable and meaningful activity” (Heaton, 1990, p. 9).

The second reason for testing is encouraging learners. Tests may also be helpful in terms of showing learners how they get better. Therefore, vocabulary learners, stimulated by their developments, have a new impulse for future studying. The writer mentioned that people are ever motivated by good results in everything they do not just exams while bad results usually discourage them (Heaton, 1990, p. 10). This statement is very valid and true also for learning English, thus learners with great test results like learning English while the weaker learners do not. Furthermore, the tests can make it possible for learners to experience of success. According to BBC: "...in the 1970's students in an intensive EFL program were taught in an unstructured conversation course. They complained that though they had a lot of time to practise communicating, they felt as if they had not learned anything. Not long afterwards a testing system was introduced and helped to give them a sense of satisfaction that they were accomplishing things." (Frost, 2009).

The third cause is finding out about learning difficulties. Teachers may learn about learners' difficulties with the language through tests. Such tests are called diagnostic tests and are used mostly for finding out learner's difficulties. The test has to be well-organised so that it could indeed find out what learners do not know. The best time for such a test is at the beginning of a school year or a course (Heaton, 1990, p. 11-12).

The fourth reason is finding out about achievement. For this teachers use so-called achievement tests which are tests relating to a large quantity of curriculum, for example, they can test a whole year or even several years of learning. For teachers at secondary schools these kinds of tests are very complicated to prepare, because of the large amount of curriculum covered through the whole year or several years and teachers do not know what to put into the test and what not to because to them everything seems necessary. Heaton (1990) recommended working with other teachers on that to be more objective (Heaton, 1990, p. 13-14).

The next reason for testing is placing the learners. So-called placement tests are used to distribute learners into groups according to their level of knowledge. The tests have not to concentrate only on one part of English such as present simple, but on the knowledge in widely term because they want to have an objective picture of the learner's present level of English. These tests have to include different types such as blank-filling, multiple-choice or dictation (Heaton, 1990, p. 15).

The final cause is selecting students. Tests can be encountered when people looking for a

job. The main goal of these tests is to find the best applicant for a position which means that teachers do not measure their achievement according to some criteria but they collate the applicants with one another and try to select the best one. Heaton spoke about norm-referenced testing. "That is, teachers compare the performance of an individual with the other individuals in the group (i.e. the norm)" (Heaton, 1990, p. 16).

Students usually have to pass an admission examination when they want to participate in a secondary school. The examination is usually a written test including the main subject of the discipline which the child wishes to study. As an example, a child who wishes to study a technical school will likely take the admission exam from mathematics although the requirements can change from school to schools. (Ellis, 1985)

In relation to these selection tests, Heaton (1990) said about the so-called washback effect, which is completely a familiar term in methodology demonstrating how testing influences students, what effect it has on teaching and learning. In this sense that the test can have either a negative or positive impact on student's teaching. If the examination is well-organised then both learners and their teacher will gain from it but if the test is bad, it will have a negative impact on them.

Hughes (1989) claimed that a test can impress people either negatively or positively. Negative washback takes place when all the work in the class begins to fit the requirements of the test. As an example, the test teachers are going to write with our learners includes only gap-filling activities, so the teachers practise only similar exercises so that him/her learners were successful but usually it is deleterious because learners will be good only at one thing. So to reach a positive washback, the test has to bring about the improvement of all learners' skills and rather get up learner's taste for learning.

Besides the causes for testing described above, Ur (1996, p. 34) said another three reason. The first one is similar to the achievement test but the amount of curriculum is smaller, as example, when the teacher has completed a unit from a textbook then there is time to check how teachers' students mastered a given piece of language. The second cause is to make learners learn better and the last cause and very veridical is to use tests to hush a loud class and make them be concentrate. This is rather a double sword as this cause can be easily misused by the teacher and s/he can swamp her learners by a pile of tests just because the learners are too loud and s/he does not know how to cope with them. This can make an impression that tests are only for retribution and may be perceived only negatively. (Ur, 1996)

Thornbury (2002) claimed that similarly the teacher could ask about anything. The most reason for testing is that it shows them information about how well teacher's learners evolve in their learning of English. It shows helpful feedback to both learners and teachers. Furthermore,

when the teacher notifies her/his learners that a vocabulary test is coming in a period of time, they will presumably start to learn the vocabulary harder than before, so it will have a positive impact. Usually testing helps to recycle vocabulary over and over to consolidate it.

Nevertheless, vocabulary testing does not have to be always specified, teachers can make a test on vocabulary which will only look through words. The excellent model is to look through vocabulary from the previous lesson at the beginning of another lesson. Thornbury (2006) said that it is the informal testing.

Tests of vocabulary are usually connected with reading skills, here we can test everything together such as active and passive vocabulary, collocations etc. (Heaton, 1990).

Testing vocabulary also happens in diagnostic tests or placement tests to find out learners' level of knowledge or in achievement tests at the end of the school year (Thornbury, 2006).

2.2 Aspects of testing vocabulary

The basic aspect of vocabulary are test how well s/he knows the different words (depth of knowledge) or to gauge the size of a learner's vocabulary (breadth of knowledge). In the classroom, vocabulary achievement tests regularly try to gauge how many expressions learners know from the subset of words they studied. Diagnostic and placement tests have also usually measured vocabulary size, but they have showed out that a person have to know more than just a word's definition in order to use it fluently. (Harmer, 2014)

Thornbury (2002) claimed that there are eight kinds of native-speaker word knowledge. The first is knowledge of a word's meaning. They can be divided into different categories. The most used are the antonyms (young-old), synonyms (pretty-beautiful) and hyponyms (lion, cat, zebra - animals). The second is spoken form, it implies that we must know the spelling and pronunciation of a word. The third type is written form. The next is the grammatical patterns (derivative forms and part-of-speech) if it is important, for instance, when teaching irregular verb teacher have to be present the other two form, as well. Likewise, when teaching a noun with irregular plural form such as man, teacher have to be teach the plural form immediately. Fifth is collocations, teacher have to give the information that learners must know in what context they can apply the word, for instance, verb do and make can be used with various situations, they can use do the shopping but not make the shopping. Sixth is frequency. The next is associations (the meaning of words relationships. diamond - hard, jewelry, weddings). The last one is stylistic restrictions (such as levels of formality and regional difference). (Thornbury, 2002)

2.2.1 Principles of tests

“If you think that taking tests is difficult then you should try writing them” (Frost, 2008 p. 2). Every test have to fit some criteria to be helpful and full-value, the main ones are reliability and validity.

The first is reliability. This means that a test is trustworthy when the outcomes do not diverge at diverse times of doing. This means that, the outcomes of the test have to be more or less the same no matter if learners are taking it on Friday afternoon or Monday morning. Furthermore, the reliability is also confirmed by the bright marking of the examiner. This could be a difficulty when writing, as an example, an essay. Such tests are very personal and it is nearly unimaginable that two or even more learner would have precisely the same view on a particular theme. Heaton (1990, p. 6) said that examiners can be also influenced by opposing essays with one another. For example, s/he has just marked a great essay and now s/he is correcting rather a common one, as a consequence, s/he can give it more critical mark than it really deserves. Frost (2008) claimed that in a spoken exam the teacher have to not give special treatment to any learner, s/he should treat all the same, s/he have to stay objective.

The second criteria is validity. Every test have to truly test the things which are required to be tested, for example, a test on listening about English literature have to test only learners' listening skills from what they hear and not to test their real knowledge of English literature (Frost, 2008). Validity is quite a difficult principle of the test, there are different viewpoints how to measure it. It consist of Criterion-related validity, Content validity and Construct and face validity .

The third is variability, practicality and interest. Thornbury (2006) reflected practicality another method which is essential for a good test. Thornbury said that every test have to be simple to mark and appraise for the teacher. Frost (2008) recommended two helpful things that a good test should have. The first is the test have to be diverse. The more types of exercises it has the better and longer the learners will focus on it because this blocks from reduction their attention. Furthermore, the teacher have to also keep in mind that an exciting test is ever better than a tiresome one, so pupils surely appreciate if the test has some fascinating sentences or articles. It can also be a bit humorous, if the teacher does not lack of sense of humour (Frost, 2008).

2.2.2 Subject of testing

Teachers can test the basic viewpoints of words which are spoken and written forms over and above derivations, collocations, part of speech, meaning, certain register style and relative

frequency. Testing the spoken and written forms of words is the most common type at state schools, learners got a set of words which they have to translate, this design is very efficient and simple for the teacher. (Thornbury, 2006) Despite of it does not literally present learners' knowledge of vocabulary because they simply learn several and several words by heart without connection to the real world. To evade this, teacher must determine about the purpose of such a test before giving a test to the learners. (Thornbury, 2006)

On account of the purpose teachers plan the test, which is either de-contextualised or contextualised. De-contextualised test there are only words without any text whereas contextualised test means that the vocabulary is tested through a text. If the teacher has to test learner's knowledge of spelling, s/he can dictate words without any context. Furthermore, when teacher test meanings of words, s/he must put them into a context. These contextualised tests can be more distributed tests that test the passive vocabulary or active vocabulary. An example of a test for passive vocabulary, where learners do not have to produce any words, they just circle the right word or letter:

Choose the best word to complete each sentence:

- 1) The flight attendant asked the passengers to _____ attention to the safety demonstration.
a) give b) devote c) pay d) lend
- 2) A severe hurricane in the South Pacific has _____ many lives.
a) claimed b) taken c) killed d) destroyed (Thornbury, 2006, p. 131).

An example of a test for active vocabulary, where learners have to invent the right word which is correct into each sentence.:

Choose the best word to complete each sentence:

- 1) The flight attendant asked the passengers to _____ attention to the safety demonstration.
- 2) A severe hurricane in the South Pacific has _____ many lives. (Thornbury, 2006, p. 132).

2.3 Techniques of testing vocabulary

- **Visual techniques**

Vocabulary learners recall better the material that has been presented by means of visual supports. Visual techniques applicable themselves well to presenting concrete items of vocabulary nouns; many are also useful in relaying meanings of verbs and adjectives. They assist learners connect presented material in a meaningful way and install it into their system of language values. Gairns and Redman (1986, p. 73-76)

Visual techniques contain wall charts, flashcards, drawings, photographs, pictures, picture stories, diagrams, graphs, maps, advertisements, forms, films, crossword puzzles, magazine and

newspaper cut-outs, realia in the classroom; realia taken to the classroom to feel, see, smell, taste or listen to; mime, gesture, facial expressions. They are thoroughly used for relaying meaning and they are specially helpful for teaching concrete items of vocabulary as furniture, food and certain areas of vocabulary as professions, places, descriptions of people, activities and actions as sport and verbs of movement. (Gairns & Redman, 1986)

Teachers can use lots of types of techniques when testing vocabulary.

- **Cloze test**

This testing technique is quite easy to create. This type is measuring active vocabulary, because pupils are not given any opportunities. (Thornbury, 2006, p. 133). According to Hughes (1989) it is not consider cloze tests not enough reliable because we do not know what ability is measuring (speaking, writing, reading etc.) from the learner.

- **Word formation**

Learners must change the form of word. They must show that they understand the situation and sentence and they know different forms of word (Thornbury, 2006, p. 134).

Her new look is ----- beautiful. She looks great. (REAL) (Thornbury, 2006, p. 135).

- **Matching**

The teachers usually test the meaning of words, regularly words of the opposite meaning. This type of exercise is easier to plan than multiple choice.

Example:

big - small

happy - sad

kind - rude

Another example to matching, is to learners have to matching the right endings and beginnings of sentences according to the correct answer:

1 He planted a the stones and weeds

2 She picked b some beautiful red apples

3 She dug up c the seeds in three separate rows (Scrivener,1998, p. 184).

- **Writing sentences**

Learners must make sentences from given words. For example: healthy, vegetable, etc. This is a very good exercise but teachers have to keep in mind that it will not be simple to check (Ur, 1996).

Example: You need to eat more vegetables and less fat to be healthy. (Ur, 1996)

- **Odd one out**

Learners must determine which item does not belong among the others. This kind of activity is easy to plan. The teacher has to know which words her/his pupils know. (Ur, 1996, p. 72).

Example:

Find the odd word: black, pink, blue, white, colour, red. (Ur, 1996, p. 72).

- **Multiple choice**

This technique is a little hard to design but easy to identify. Teachers could use it for testing single words, words in texts or in sentences. (Thornbury, 2006)

Single words can be tested through definitions, as an example:

tangle means

a) type of dance b) a tropical forest c) a confused mass d) a kind of fruit (Thornbury, 2006, p. 132).

Through sentences, words can be tested, like:

There is a good _____ at the Odeon tonight.

A) screen B) film C) showing D) acting (Heaton, 1990, p. 79).

On this example, more than one answer is possible, like B and D:

We went to Jimmy's Restaurant last night and had an excellent _____ there.

A) plate B) meal C) cook D) dish (Heaton, 1990, p. 80).

In multiple choice the learners do not use the vocabulary actively, they do not must give any items (Thornbury, 2002, p. 132).

Thornbury (2002) claimed another way of using multiple choice, which is pretty unique and it is contextualized choice test. Here the choices are put directly into a text, for example:

CANCER 22 June-22 July

Someone else is (a playing; b calling; c singing;) the tune and for the moment you're quite happy to go (a along; b around; c away) with what seems like a reasonable idea. Hobbies (a make; b use; c take) up far too much time and children could need support with a new activity. ... (Thornbury, 2002, p. 132)

- **Dictation**

With this method the teacher dictates sentences or words to learners. Ur (1996) said that if someone knows how to spell the word s/he probably knows this word meaning (Ur, 1996, p. 72).

- **Definitions**

The teacher gives the learners a list of definitions of words s/he has to test (Hughes, 1989, p. 150). Not every word can be clearly explained and sometimes there can be more than one possible answer. The definitions should be clear so that learners can find out to the appropriate answer.

Example:

It is an animal which likes bananas. (monkey) (Hughes, 1989, p. 150)

- **Sentence completion**

Learners are given incomplete sentences containing words that the teachers have to test.

For example:

1. It was a funny situation when... (Ur, 1996, p. 72-74).

- **Oral testing**

Doff (1988) recommended short spoken tests on several topics such as describing my village, talking about family etc. The teachers gives her/his learners various topics which learners must prepare at home. In about a week, the teacher asks various learners about one of the topic, the exam lasts not more than one minute. The class has another job to do such as writing or reading.

Teacher should evaluate both content and fluency. Doff (1988) has designed this simple assessment: The teacher have to mark the performance to Content from 1 to 5 and fluency from 1 to 5. (Doff, 1988, p. 267).

- **Reading**

Through reading the teachers can test passive vocabulary usually which is also helpful for learners as they learn to guess meaning of words from context. (Heaton, 1990). As an example here is a part of a reading test:

The radio is one of the wonders of modern inventions. It is novel system of sending news like telephone or telegraph but without wires. Marconi, an Italian scientist invented the radio. In 1896, the first wireless message was sent across Penrith and Weston through an apparatus he invented. The receiving sets catch the sounds, which are then, broadcast.

True OR False?

Question 1: The radio was invented by an English scientist. (Heaton, 1990, p. 85).

- **Associations**

Pupils must underline the words which belong to the key word:

“**Furniture:** house, table, chair, window, curtain, bed, kitchen, floor” (Berka, 2005, p. 46).

- **Transformation**

The given sentences have to change for the appropriate the instruction:

Put into the past tense: I go to school by bus. (Berka, 2005, p. 48).

- **Translation**

Pupils can be tested through translation exactly well and it can test both form and meaning, but, we may have difficulties with finding the appropriate equivalent between the two languages (Ur, 1996, p. 72). Learners get a text or sentences in their mother tongue and their task is to translate them into English. However, the process is easy for the teacher, learners hate it because it is very hard for them. Ur (1996) said that it is a fast way how to find out about learner's knowledge.

- **Writing**

This kind of testing is productive, learners must show their word knowledge, so the test is valid but two teacher would not seemingly come to specifically the same conclusion in scoring which means that such testing is not very reliable. Thornbury (2002) claimed to set as specific inquiries as possible to increase reliability and to give criteria according to which the teacher will correct the test. (Thornbury, 2002, p. 131-136).

- **Placing**

Learners have to underline those words which relate to e.g. Movement:

“think, run, keep, walk, jump, answer” (Berka, 2005, p. 47)

- **Synonyms and antonyms**

Learners must write down words of the same meaning:

“clever _____ (bright)

important _____ (significant)”

Students have to write down words of the opposite meaning:

“beautiful _____ (ugly)

happy _____ (sad)” (Berka, 2005 p. 46).

- **Substitution**

Learners must rewrite the original sentence in the form which is indicated by the given words:

“He is a clever boy. You _____ ”(Berka, 2005, p. 48).

PART 3.
**RESEARCH OF TESTING VOCABULARY IN SECONDARY EDUCATION FOR
TEACHERS**

The aim of this research is aimed to collect information about how the teachers test learners' vocabulary in secondary education. It also refers to the types of tasks that teachers use in testing vocabulary.

3.1 Hypotheses

- All of the teachers use different techniques for testing vocabulary
- Half of the teachers have difficulties with testing vocabulary
- All of the teachers think that it is essential to test vocabulary

3.2 The process of the research

The following research intends to confirm the hypotheses. In the research process it appears participants filled out the questionnaire. After that, data are analyzed and consequences are made.

3.2.1 Participants

The participants of the research are 20 teachers of secondary education, 17 females and 3 males. All of the participants were from: Beregszász, Dercen, Munkács, Tiszakeresztúr, Borzsova.

3.2.2 Research instruments

The instrument chosen for the research is a questionnaire on identifying the techniques are used by teachers to test learners' vocabulary.

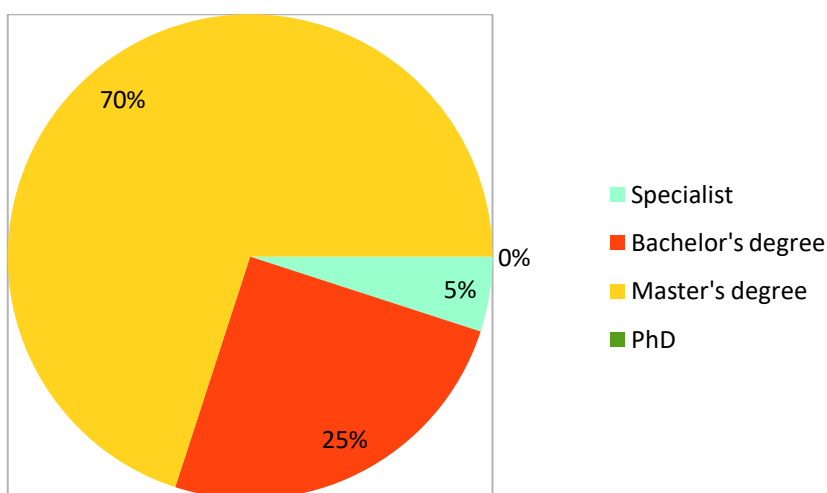
The questionnaire is a constructed technique for collecting primary data. It is usually a series of written questions which the has to give the answers (Brown, 2000). The items on the questionnaire measured the types of techniques, such as: multiple choice, close test, word formation, matching, odd one out, writing, reading, placing, etc. Its aim is to confirm the hypotheses.

3.3 Analysis of the questionnaire

The first question wanted to find out that which form teachers teach. The answers generally were from 1 to 11 classes. The answers were various. The answers showed that some teachers teach only 2 classes, other teachers are teaching also 11 classes. It pointed that some of them in a full-time job, and others part-time job. Some teachers teach also in lower classes and upper classes. The result shows that from 1 to 4 classes 5 teachers teaching, from 5 to 9 classes 16 teachers teaching and from 10 to 11 classes 11 teachers teaching.

The second question dealt with whether the teachers have Specialist degree, BA degree, MA degree or PhD. One of them have Specialist degree, five teachers have BA degree and fourteen of them have MA degree. The highest academic qualification is MA degree. The results can be found in diagram 3.3.1. They show that 70 % graduated MA degree, 25 % have BA degree and 5% of them Specialist. None of them have PhD.

Diagram 3.3.1 The highest academic qualification

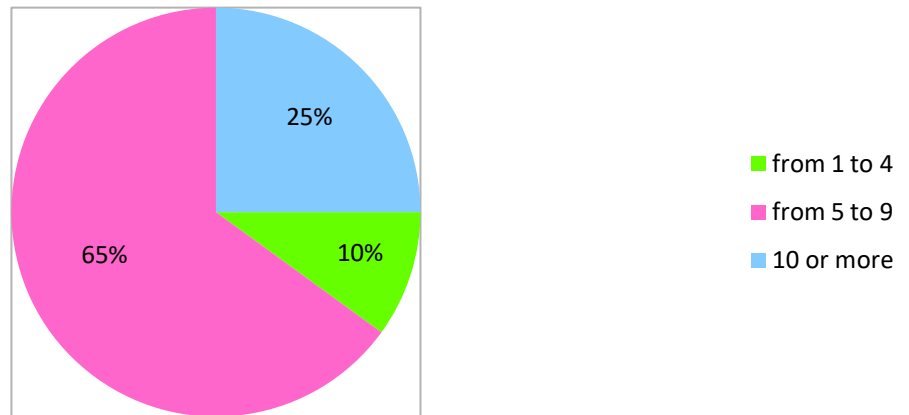


The next question intended to clear out how many lessons the teachers have per week. The results showed that 4 participants have from 1 to 8 lessons, 10 answered that they have from 9 to 18 lessons and 6 of them answered that they have 18 or more lessons in a week.

The next was a statement, which pointed that for EFL learners is very important to have rich vocabulary. The participants 65 % of them strongly agreed with that, and 35 % of them just agreed with that statement. Neutral, disagree and strongly disagree answers have not arrived.

The following question was about the quantity of the words, which are taught an English lesson. It can be seen from the data in Diagram 3.3.2 that two teachers (10 %) answered that they teach from 1 to 4 pieces of words, thirteen teachers (65 %) said that from 5 to 9 pieces of words, and five teachers (25 %) answered that 10 or more pieces of words, which they are taught.

Diagram 3.3.2 The average number of teaching words in an English lesson



The next question was a ranking scale about the following 4 questions. The 1 was the most important, and the 5 was the least important. They had to answer the statements according to the preference that they teach the words. One participant could choose more than one answer.

The first statement was based on the frequency of the word. 6 teachers chosen the 3 on the scale, which means neutral, 5 teachers chosen the 5, which means the least important, 4 teachers, chosen 1, which means the most important, 3 teachers said the 2, which means more important and 2 teachers said the 4 which means less important. These answers were mostly were neutral.

The second statement was based on the coverage of the word. On the scale, the 3 and 4 were equal, for this arrived 6- 6 answers. The 2 answers were marked by 5 participants, and the 5 was marked by 2 people, and the 1 was chosen by 1 member. These answers were mostly neutral and less important.

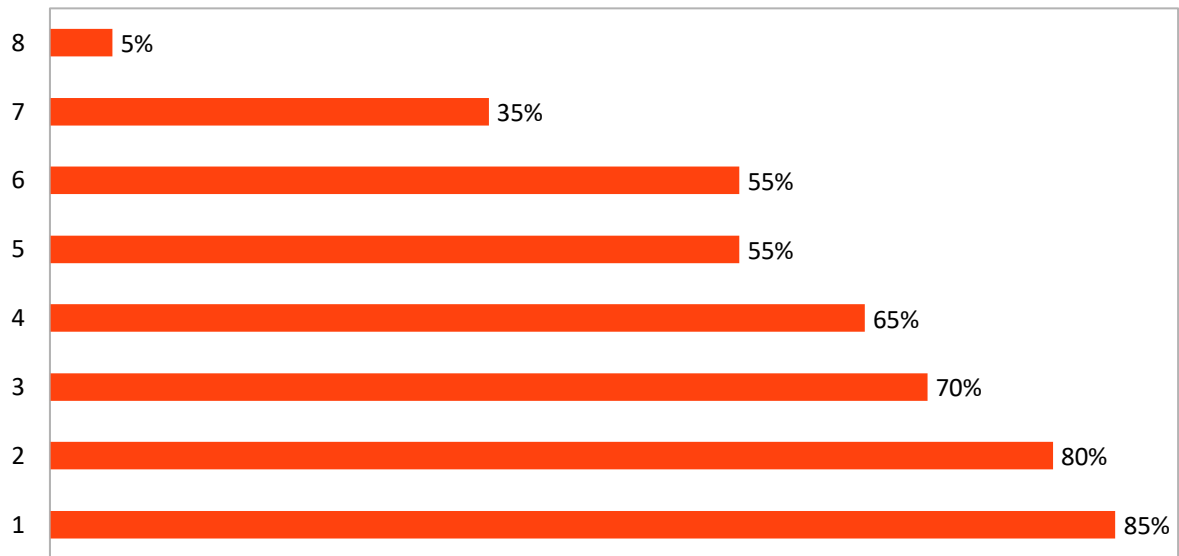
The third allegation was based on the topic of the book. On the scale the 3, 4, and 5 were equal, these were chosen by 5 -5 -5 members. The number 5 was chosen by 3, whereas the number 1 was chosen by 2 participants. In equally the 3,4,5 answer were chosen.

The last allegation according to the vantage teachers teach the words was based on the curriculum. In equally the 2 and 4 answers were chosen by 6 teachers, whereas the 5 was marked by 4 members, the 3 was marked by 3 teachers and the 1 was mentioned by 1 participant. The 2 and 4 were chosen equally by 6 people.

The next question pointed at about demonstrating new words, and the techniques, which are using for it. The results can be found in diagram 3.3.3. The Sentences technique was chosen by 17 participants, showed that this is the most common technique. After that 16 members chose

the Pictures. The next was chosen the Flash card by 14, and the Synonyms and Antonyms by 13 teachers. The Definition and Word Formation were chosen by also 11 teachers. The Crossword puzzles were marked by 7 participants and the Video material proved to be the case for the least common technique.

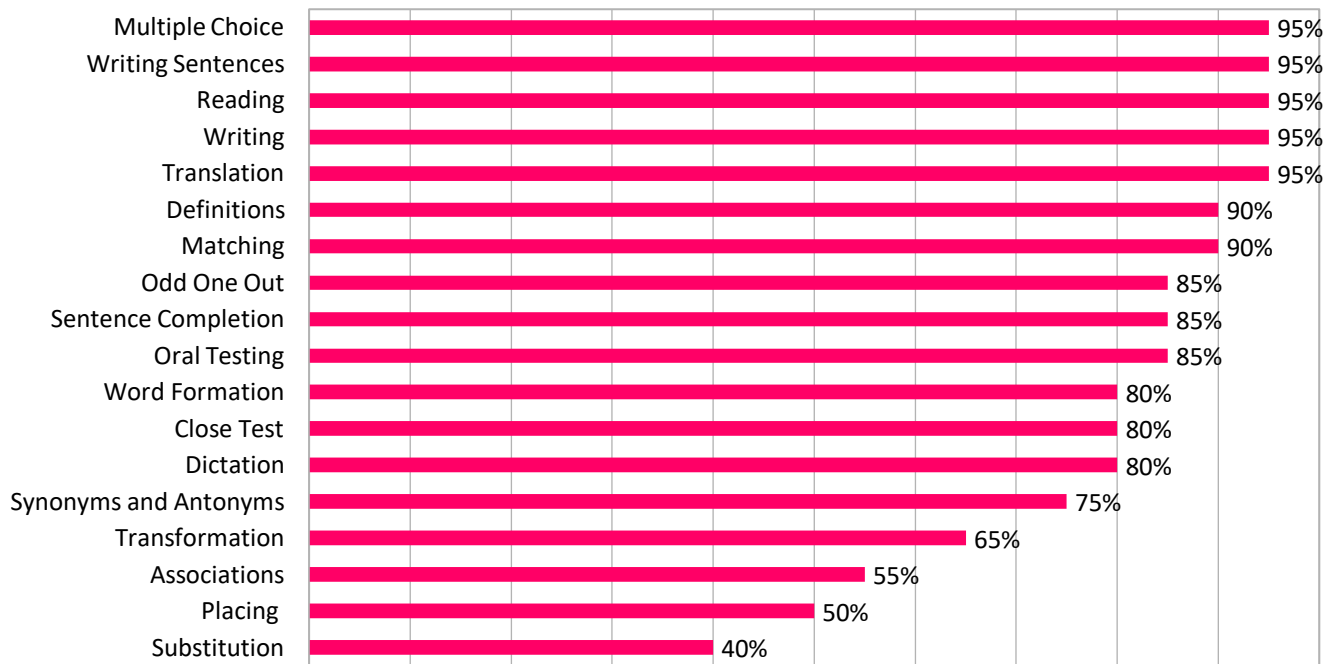
Diagram 3.3.3 Techniques demonstrating new words



The next question denoted the number of repeating the new words. The answers given to this item were quite different. This question has found that generally most of the teachers repeat from 1 to 5 time the new words, and only the minority of teachers (25%) think that minimum from 6 to 10 times are needed to repeating words.

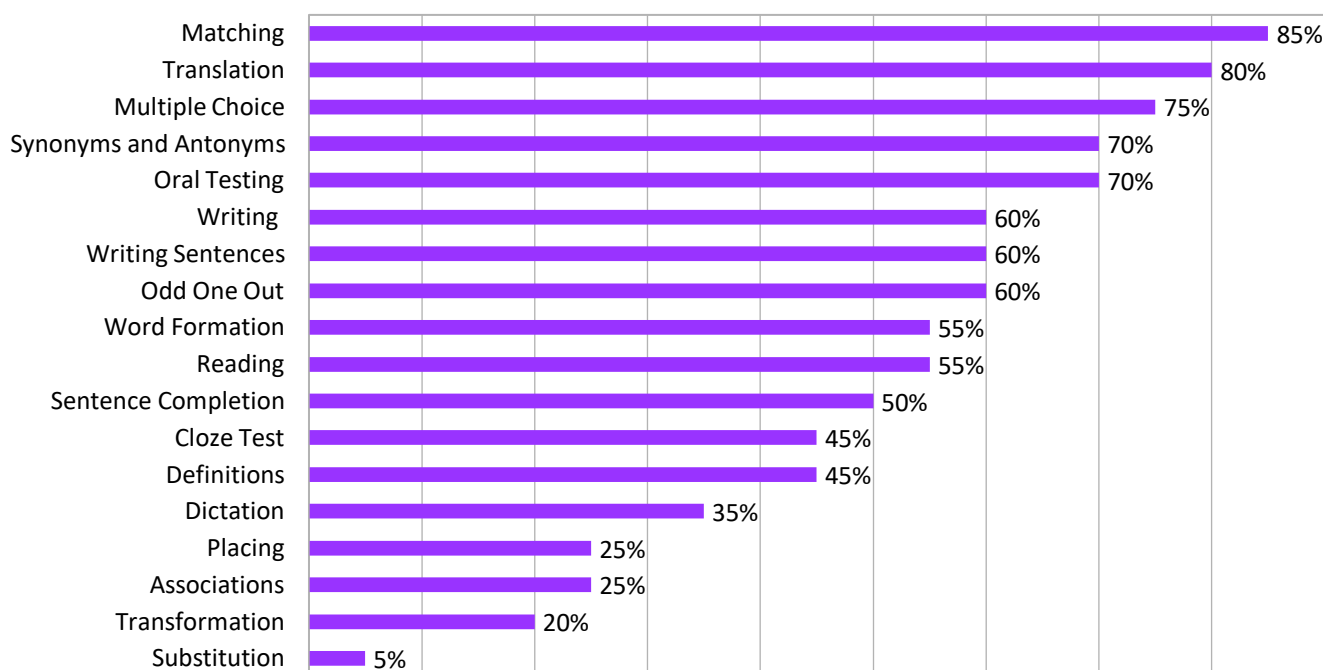
The following question examined the ways, that the teacher how many testing techniques know about the list. As shown in Diagram 3.3.4, the most known techniques were equally the Multiple choice, Translation, Writing, Writing Sentences and Reading. This followed were Matching and Definitions. Less known were the Association and Placing. The most unknown was the Substitution.

Diagram 3.3.4 The known testing techniques by teachers



The following question dealt with the used testing techniques by teachers. The results can be seen in Diagram 3.3.5. The most commonly used techniques were Matching and Translation. These followed were Multiple Choice, Oral Testing and Synonyms and Antonyms. Less used were Associations, Placing and Translation. The least used was the Substitution, it was just chosen by only 1 teacher. Consequently, the Diagram 3.3.4 and 3.3.5 refers to also that teachers knew most of them these testing techniques, but they did not use them frequently.

Diagram 3.3.5 The used testing techniques by teachers



The ensuing question was curious about the teachers intervals of vocabulary testing. From the participants 50 % are testing vocabulary at the end of every topic 40 % at the and of every lesson and 10 % at the end of every module. None of them chosen just at the end of the semester option.

The next question examined the view of teachers about the effect of their assessment on the students. 80 % of the participants, said positive effect and the 20 % stated this is neutral. None of them think about the assessment has a negative effect.

The following question was to verify the previous question. 7 teachers thought that therefore the students vocabulary's would improve. 4 of the teachers said that the students would know their achievement, and it was motivating them for developing themselves. 2 of them thought that if they learn, they would have a good mark, but if they did not learn, they would have bad marks. 1 teacher claimed that the learners knew about the assessment, and they accepted that, they did not oppose. 1 of them fornamed s/he said that the students losted the interest in learning.

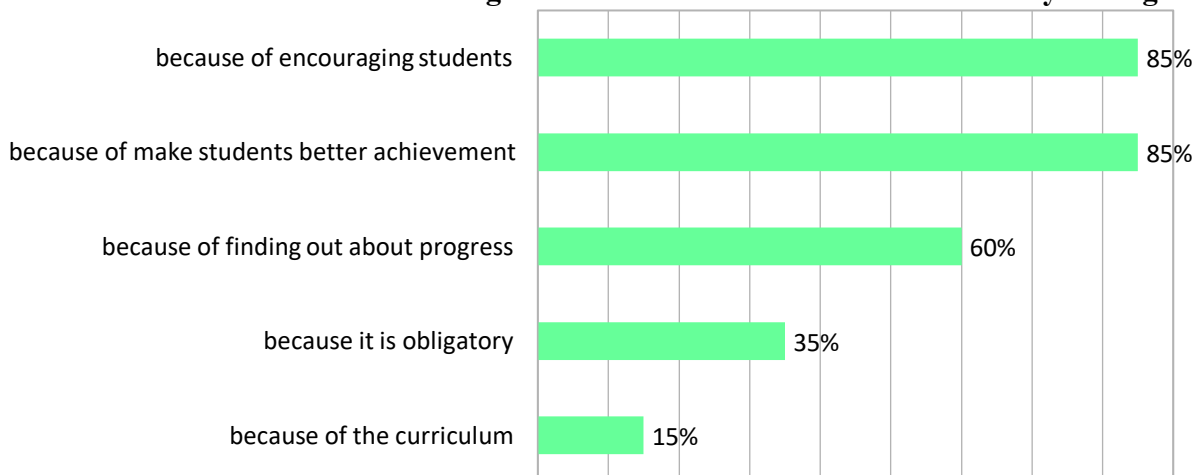
The next question intended to clear out that if the teachers have difficulties or not. Mostly, the 50 % of teachers, claimed they did not have problems with testing vocabulary. 7 teacher, the 30 % of participants, have chosen the maybe answer. The rest of the teachers, the 20 % of them, said they had problems with testing vocabulary.

The next question reffered to the previous question, because teachers should have justified their answers. 3 of the teachers did not answer, 8 from the participants said that students did not

like study the new words, 3 teachers said their learners learnt very well. 4 teachers claimed that the vocabulary testing was not a hard duty. 1 of them fornamed s/he said that because of the Corona virus, they were teaching online, therefore testing was a little bit harder. 1 teacher said that learners mixed often the words.

The last question intended to find out why the teachers were testing vocabulary. They could choose one or more answers. The results can be seen in Diagram 3.3.6. According to the teachers answers testing vocabulary makes students reach better achievement. These answers have been chosen by 85 % from the teachers. Just 15 % thought that because of the curriculum. Therefore it appears to the teachers tend to align to the students and their improvement, not to the curriculum.

Diagram 3.3.6 The main causes of vocabulary testing



3.4 Discussion and implications

To sum up the results of this questionnaire it can be stated that the majority of the participants, 80 % have high experience in teaching English and testing vocabulary in secondary education.

The results showed that most of the teachers agreed that a EFL learners must have rich vocabulary. The results showed also that most of the teachers teach new words from 5 to 9 time in a lesson.

Based on the apparent outcomes, the teachers commonly teach the words based on the frequency, the coverage and the curriculum.

According to the results of the questionnaire 85 % of the teachers use sentences, 80 % prefer pictures and 70 % like use flash card for demonstrating new words.

From the teachers answers', most of the teachers repeat from 1 to 5 the new words in a lesson. It is proved by the nineteen teachers that the most known testing techniques were the multiple choice, writing sentences, translation, writing and reading. The teachers used from this techniques mostly the matching, translation and multiple choice. Consequently, it refers to also that teachers are known most of them these testing techniques, but they don't used them frequently.

The results have laid out that half of the teachers testing vocabulary at the end of every topic. The 80 % of the teachers thought that their assessment has on positive effect for the students, because therefore the students vocabulary's will be improving and they would be remembering the words and if they will know their achievement, this would motivating them more learning.

According to the results of the questionnaire half of the teachers have no problems with testing vocabulary, but four of the teachers did not justify their answers, and eight from them said the students do not like study the new words.

Finally, the results showed that most of the teachers test vocabulary because they want to encourage students and it makes students achieve better results. It can be concluded that most teachers focus on students' achievement, not on the syllabus.

Based on the research it can be concluded that testing vocabulary for learners is absolutely essential in secondary education because testing shows the result about vocabulary learning progress and it helps to improve student's achievement and motivation.

It would be interesting to assess the aspects of teachers uses to assessing a vocabulary test. Considerably more work will need to be done to find out how should increase the learners' motivation for learning vocabulary. Further research might investigate the effects testing vocabulary online because of Corona virus. Furthermore, research might explore the English apps, like Duolingo to use vocabulary learning.

The implications from this suggestions is that vocabulary testing is a very interesting substance, which cannot be researched enough without appearing new things.

CONCLUSION

Testing vocabulary in secondary education is one of the compound parts of the lesson for the teachers. The teachers have to comply the principles for testing, like reliability, validity, variability, practicality, and interest. Frost (2008) stated that a good test adheres to two criteria. The first is the test has to be diverse. The second statement is that the test should be maintaining the interest and not depletive. (Frost, 2009) Teachers have to know different techniques of testing, like cloze test, substitution, transformation, placing, association, oral testing, etc.

The part 1 of the thesis discussed the theoretical overview of vocabulary and the historical background of vocabulary. Furthermore, It also examined the types and basic aspects of vocabulary. The importance of vocabulary also was examined in this part. Wesche and Paribakht (1996) claimed that words are the harsh material of communication. The greater students' vocabulary, the better will be the tools of their direction for effective communication. According to Richards and Rodgers, (2001, p. 307) vocabulary refers to "a set of lexemes including single word, compound word and idioms." Crystal (2007, p. 111) declares "Vocabulary is the Everest of language" so during teaching and learning vocabulary, the questions of the criteria of selection and need of the learners need to be properly considered. Wallace (1982) expressed that it is probable for a person to have good knowledge of how the system of a language works and yet she/he is unable to communicate efficiently. Consequently, realization to the emphasis on the teaching and testing of vocabulary should be taken into serious deliberation.

The part 2 of the thesis focused on the reasons for testing vocabulary. Additionally, this part contains the aspects of testing vocabulary. It also examined the techniques of testing vocabulary. According to Johnson (2001) for teachers, the reason for testing is clear as they have to find out about their pupils' vocabulary advancement. The tests are not very popular among pupils but they have to be taken regularly. The teachers have to know if their pupils can comprehend a language material or not. Furthermore, testing vocabulary in schools are required more than ones in a semester. Pupils are evaluated based on the test results. The manner of the examination depends on the schools or the teacher. Finally, the assessment is being done through written tests or oral examinations. Thornbury (2006) claimed that testing the spoken and written forms of words is the most common type at schools, learners got a set of words that they have to translate. Based on this technique, planning is very efficient and simple for the teacher. Despite this presents not exactly learners' knowledge because they learn several and several words by heart without context to the real world. To steer clear of this, the teacher must determine the purpose of such a test. Thornbury (2006) also stated that when teachers informed learners a vocabulary test way coming in a period of time, they would start to learn the vocabulary harder than before. The testing helps

to “recycle” vocabulary over and over to stabilize it.

In the part 3 of the thesis, research has been made about the aspects of testing vocabulary, especially learners in secondary education and the kinds of techniques teachers use in measuring vocabulary knowledge.

The aim of this research was to study how the teachers are testing the secondary education learner's vocabulary. The research method was quantitative and I used a questionnaire. The questionnaire is a constructed technique for collecting data. It is usually a series of written questions which the has to give the answers (Brown, 2000). Questionnaire consisted of 18 questions, to which 20 English teachers gave answers on how they test English vocabulary and what kind of testing techniques and tools they use to measure their student's results in secondary education.

The first hypothesis that all of the teachers use different techniques for testing vocabulary has been proved. The surprising outcome is that teachers knew most of the testing techniques, but they did not use them frequently.

The next hypothesis was that half of the teachers have difficulties with testing vocabulary. This has been verified partly true because 50 % of the teachers chose the no option, 30 % maybe and 20 % of them have difficulties with testing vocabulary. Surprisingly, from the next question, when they verified the previous answer, was found to it was not truly authentic. From the teachers' answers (50 %) it can be concluded that they had difficulties with testing vocabulary. 3 teachers (15 %) did not answer this question.

The last hypothesis was that teachers think it is essential to test students' vocabulary. From this study, it can be concluded this statement is confirmed, because most of them test frequently.

The next result was unexpected, that teachers' reasons for testing vocabulary are that they align to the students and their improvement, not to the curriculum. The majority of the teachers(85 %) chose to encourage and improve their students, and just a small number of them (15 %) consider it is more important than the curriculum.

Based on the outcomes of the research it can be concluded that testing vocabulary for learners is absolutely essential in secondary education because testing shows the result about vocabulary learning progress and it helps to improve student's achievement and motivation.

It would be interesting to assess the aspects of teachers uses to assessing a vocabulary test. Considerably more work will need to be done to find out how should increase the learners' motivation for learning vocabulary. Further research might investigate the effects testing vocabulary online because of Corona virus. Furthermore, research might explore the English apps, like Duolingo to use vocabulary learning.

The implications from this suggestions is that vocabulary testing is a very interesting

substance, which cannot be researched enough without appearing new things.

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РЕЗЮМЕ

Перевірка лексики в середньо освітніх закладах - одна із складових частин уроку для вчителів. Вони повинні дотримуватися принципів тестування, таких як валідність, надійність, диференційна здатність, практичність та зацікавленість. Frost (2008) вважає, що хороший тест дотримується двох критеріїв. Перший - тест повинен бути різноманітним. Друге твердження полягає в тому, що тест повинен підтримувати інтерес, а не виснажувати учнів. (Frost, 2009) Вчителі повинні вміти використовувати різні технічні прийоми тестування, такі як закріплення теми. Тест може бути відкритої форми чи закритої. Також може бути заміщення, перетворення, встановлення відповідності, асоціація, усне тестування тощо.

Перша частина роботи містить теоретичний та історичний огляд лексики. Крім того, тут описуються типи та основні аспекти лексики. У цій частині також розглядається значення словникового запасу. Венборн (1990) стверджував, що слова - суворий матеріал спілкування. Чим більший словниковий запас слів мають учні, тим ефективніше будуть їх використовувати під час спілкування.

За словами Річардса, (2001, с. 307) лексика означає "набір лексем, що включають в собі просте слово, складне слово та ідіоми". Crystal (2007, с. 111) вважає: "Словник - це Еверест мови", тому під час викладання та вивчення лексики питання критеріїв відбору та потреби учнів мають бути належним чином розглянуті. Уоллес (1982) і Тейлор (1990) висловили думку, що можливе таке що, людина, мабуть, добре знає, як працює система мови, але все ж таки не вміє ефективно спілкуватися. Отже, реалізація акценту на викладанні та тестуванні словникового запасу повинна бути серйозно розглянута.

В другій частині дипломної роботи розглядаються причини перевірки лексики. Крім того, ця частина містить аспекти тестування лексики. Також тут показані всі методи перевірки словникового запасу учнів. За словами Джонсона (2001) для вчителів, причина тестування зрозуміла, оскільки вони повинні слідкувати за розвитком словникового запасу учнів. Тести не дуже популярні серед учнів, але їх потрібно регулярно складати. Вчителі повинні знати, чи їхні учні розуміють мовний матеріал чи ні. Крім того, тестування словникового запасу учнів має проводитись більше, ніж раз у семестр.

На основі результатів тестування відбувається оцінюванням учнів. Вид іспиту залежить від школи чи вчителя. Нарешті, оцінювання учнів відбувається за допомогою письмових тестів або усних іспитів. Торнбері (2006) стверджував, що тестування слів в усній та письмовій формі є найпоширенішим у школах, учні отримують слова, які вони повинні перекласти. На основі цієї методики планування є дуже ефективним і простим для

вчителя. Незважаючи на це, воно не зовсім показує обсяг знань учнів, оскільки вони вивчають слова напам'ять, які не є пов'язані з реальним світом. Щоб уникнути цього, вчитель повинен визначити ціль тестів. Торнбері (2006) також заявив, що коли вчителі повідомляють учнів про словниковий диктант, який настає через певний проміжок часу, їм складніше дається вивчити слова, ніж раніше. Тестування допомагає "обновити" словниковий запас а також стабілізувати його.

У частині третій дипломної роботи розглядається дослідження щодо аспектів перевірки лексики учнів, особливо тих, хто навчається в середніх школах, та методи, які вчителі використовують для оцінювання словникового запасу слів.

Метою цього дослідження було вивчення методів, які вчителі використовують коли перевіряють словниковий запас учнів. Метод дослідження був кількісним, і я використала анкету для опрацювання інформації. Анкета - це техніка яка служить для збору даних. Зазвичай це письмові запитання, на які учні повинні відповісти. (Bell, 1999). Анкета складалася з 18 запитань, на які 20 вчителів англійської мови дали відповіді про те, як вони перевіряють словниковий запас слів та які методи та інструменти тестування використовують для оцінювання своїх учнів.

Доведено першу гіпотезу про те, що всі вчителі використовують різні методи для перевірки словникового запасу слів. Дивовижним результатом є те, що вчителі були ознайомлені з техніками тестування, але не використовують їх часто.

Наступною гіпотезою було те, що половина вчителів відчуває труднощі з тестуванням словникового запасу. Це було частково підтверджено, оскільки 50% викладачів не обрали варіант, можливо 30%, і 20% з них мають труднощі з тестуванням словникового запасу. З відповідей викладачів (50%) можна зробити висновок, що вони мають труднощі з тестуванням словникового запасу слів. Троє викладачів (15%) не відповіло на це запитання.

Останньою гіпотезою було те, що вчителі вважають важливим перевірити словниковий запас слів учнів. З цього дослідження можна зробити висновок, що це твердження правдиве, оскільки більшість з них часто перевіряють вивчені слова.

Наступний результат був несподіваним: причини перевірки словникового запасу слів учнів, полягають у тому, що вчителі вважають важливим вдосконалювати знання учнів, а не тільки дотримуватись навчальної програми. Більшість викладачів (85%) вирішили заохочувати та вдосконалювати своїх учнів, і лише невелика кількість з них (15%) вважають, що це важливіше ніж програма навчання. На основі результатів дослідження можна зробити висновок, що тестування словникового запасу для учнів є надзвичайно важливим, оскільки тестування показує результат щодо прогресу навчання словникового запасу та допомагає покращити досягнення учнів.

APPENDIX

Questionnaire of Testing Vocabulary in Secondary Education for Teachers

My name is Claudia - Beatrix Dancs, I am a IV. year English major student at Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. The aim of this questionnaire is to study how the teachers are testing the secondary education learner's vocabulary. The questionnaire is anonym and the information is private. Please read the questions attentively and answer them honestly. Thank you for helping me!

1. Gender:

- Female
- Male

2. The name of the secondary school:

3. Which forms do you teach?

4. Your highest academic qualification:

- Bachelor's degree
- Master's degree
- PhD
- Other: _____

5. How many lessons do you have in a week?

- 1-8
- 9-18
- 18 or more

6. Having rich vocabulary is very important for the EFL (English as a Foreign Language) learners.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7. How many words do you teach an English lesson?

- 1-4
- 5-9
- 10 or more

8. Write down the numbers from 1-5 next to the statements according to the preference you teach the words: 1-the most important, 5-the least important.

	1	2	3	4	5
Based on the frequency of the word	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on the coverage of the word	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on the vtopic of the book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Demonstrating new words you use the following techniques:

- Flash card
- Synonyms and Antonyms
- Sentences
- Word formation
- Pictures
- Crossword puzzles
- Definitions
- Other: _____

10. How many times do you repeat the new words with the students?

11. Which testing techniques do you know from this list? Please select.

- Multiple Choice
- Cloze Test
- Word Formation
- Matching
- Odd One Out
- Writing Sentences
- Dictation
- Sentence Completion
- Definitions
- Translation
- Writing
- Reading
- Oral Testing
- Associations
- Placing
- Synonyms and Antonyms
- Transformation

- Substitution

12. Which techniques do you use for testing vocabulary?

- Multiple Choice
- Cloze Test
- Word Formation
- Matching
- Odd One Out
- Writing Sentences
- Dictation
- Sentence Completion
- Definitions
- Translation
- Writing
- Reading
- Oral Testing
- Associations
- Placing
- Synonyms and Antonyms
- Transformation
- Substitution

13. What intervals do you test vocabulary?

- at the end of every lesson
- at the end of every topic
- at the end of every module
- at the end of the semester

14. What do you think, what effect of your assessment has on the students?

- Positive
- Neutral

- Negative

15. Why do you think this?

16. Do you have difficulties with testing vocabulary?

- Yes
- Maybe
- No

17. Why? Please, justify your answer.

18. Why do you test vocabulary?(1 or more answer is possible)

- because it is obligatory
- because of the curriculum
- because of make students better achievement
- because of encouraging students
- because of finding out about progress
- Other: _____

NYILATKOZAT

Alulírott, Dancs Claudia – Beatrix angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök, stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.