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INTRODUCTION

Language is one of the main barriers of our life, that is, sometimes, very difficult to overcome. Many linguists would agree, that learning a second language is of primary importance in any field. It is crucial to understand each other, so that everyone can deal with everyday problems and other important matters that appear in our everyday life.

This thesis gives an insight into the ways and methods of language learning and what is even more important - its aim. Why does somebody studies language? How? How much time do we usually spend on elevating our knowledge of English as a foreign language? These and more questions will be covered in this thesis.

The thesis itself consists of three main parts:

1. Overview of literature on the given topic.
2. Main methods that were used during the research.
3. The outcome of the research and conclusion.

In the first part various viewpoints and approaches to the problem of a successful English language learner are presented.

The second part covers several different learning strategies in order to become a successful English language learner. In this part strategies are compared to each other, giving a more accurate understanding of the main issue, i.e. becoming a successful English language learner.

The third part describes the main aims, research instruments, methods, participants and procedures that were used during the research itself. (See Appendix 1) It answers the most important questions: Why do we usually study language? How long does it take to acquire a foreign language? These and more questions are to be answered in this document.

This paper should help clarify what needs to be done to create the environment and give the help the successful English language learner may require. It also provides a deeper look in the way a teacher can help a student become more focused on the success in language learning.

The subject matter of the current bachelor thesis is the relationship of motivation and success in English language learning. It is considered one of the most important issues for the teachers to deal with so far, because of many different factors that influences the lerner's choices, thus motivation is gone. There are researchers, who has been investigating the topic of success in language learning (Naiman, 1978; Purpora, 2000), however none of them managed to find a universal solution for the problem, mentioned before.

The most common research questions rose from the issue of motivation and aim:

- What is the best motivating factor for the student?
- What goals does the student pursue?
- Why is it important for the student to learn the language?
- Should there be anyone else in the student's life to help him overcome his anxiety and be more confident in himself, when learning a language apart from the teacher?

The results of the research showed that each student is unique and there is no universal approach by any means that would fit into the needs of the learner. The practical value of the research is that it shows the significance of the teacher's presence in the students' lives, as well as the main aims for the students to be motivated. They see hope in language learning. Some of them were motivated by their relatives from early childhood. The pedagogical implication lies in the teacher's ability to understand teaching from the student's point of view. Thus, it makes easier for her to cooperate with the students reaching better results. The teachers themselves were once students and they know exactly how difficult a student's life is when speaking about studying.

As for further research, there are some topics to consider, such as the tools, with the help of which any student will be able to be more involved in the lesson. Another issue that requires further investigation is the monotonous rate of the lessons. In order for the children to become a successful language learner motivating themselves, the lessons should be reconsidered and reconstructed. For example, watching a video about how native speakers study English and drawing conclusions about the difference between them and the ones participating in the video. That way, everyone will enjoy the process of gaining new knowledge and skills in the field of linguistics.

PART 1

Theoretical considerations

1.1 Teaching in the first year

It is widely known that learning a language can be stressful for anyone, who is not familiar with it yet. However, there are several ways of achieving different language proficiency levels. The language itself usually consists of such parts as reading, speaking, grammar, listening and so on. Each part of a language should be considered in order to succeed in reaching the learner's main aim- to understand the second language (in our case English) clearly. That is why it is crucial for both the learner and the teacher to understand each other from the very first moment of acquiring a new language.

In their first year of teaching, teachers go through several stages (Farrell, 2005, pp.2-4). Fuller and Brown (1975), for example, developed a growing sequence of concerns for new teachers, which comprises two stages:

- Survival and mastery
- Setting into a state of resistance or adapt to changes

Teachers tend to get frustrated in their first year. It is the result of lack of self- confidence. It is most important to get over that fear, which leads to anxiety. It is even more important to have control over the situation that may occur during the lesson.

Maynard and Furlong (1995) showed another way of starting a teacher's evolution. In their opinion, teachers go through five stages of development:

- Early Idealism. This period is significant, because the teacher associated himself with the students, rather than the older and more cynical teacher. His primary goal is to see the progress of the students in learning English. The teacher wants to try to give the students the opportunity to study language.
- Survival. This stage embodies all the difficulties a teacher can bump into, when he first starts teaching. Everything seems to be blurry. The main question comes into our mind: How? How is it even possible to teach someone, who is unwilling to study? How to make the lesson interesting for the pupils? These and many more additional questions are to be solved during a simple at first sight lesson. But first of all, the question of discipline arises. It is believed that nothing can be taught without discipline. If there is no discipline in the class, then the teaching process is out of question. The main difficulty with the beginning teachers is that they want to solve everything quickly, without wasting time on unnecessities, such as bringing silence and attention of the students in the very beginning of the lesson. That way, the effectiveness of the teacher is greatly reduced. It is proved, that getting good results from the students requires a good teacher, the one, who is not doing his job to get it over with, but the one, who challenges himself to make the lesson as interesting, fascinating and useful as possible. At first, it is very difficult to stick to a plan, which will enable both the students and the teacher to do their jobs.

- Recognizing difficulties. This stage offers a brief insight into what are teachers truly capable of as well as their limitations. For example, it is merely impossible to work with every student individually. It is mostly because of time limitations. A lesson cannot last long enough to deal with every obstacle that appears during the lesson. Nevertheless, there are particular results in every case. However, the teacher begins doubting in himself whether he is or is not a good teacher and if he or she should be teaching at all.
- Reaching the Plateau. Following the self-doubt stage there comes a time, when the teacher realizes he or she must develop a scheme of daily routines that is thought to help coping with everyday difficulties a teacher faces at school. The main issue is that when a teacher has already developed some new routines of teaching in the classroom, he does not want to try something new, something, that differs from what he is already used to. The fear of change is one of the major setbacks, which can cause throttling in the development of the teacher's new self. The teacher wants to create a successful classroom management, rather than focus on student learning.
- Moving on. The last stage is, probably, the most important. Here the teachers begin to focus more on the quality of student learning. The beginning teachers are in need of a lot of support from more experienced ones. If the teacher remains unsupported, "there is a danger of burnout by committed new teachers trying to cope alone or the moving on grinding to a halt" (Furlong & Maynard, 1995, pp 12-13).

2.1 Usage-based models of language representation

Human linguistic competency is thought to be a system of rules drawn from the intrinsic Universal Grammar, according to a popular theory of language understanding. It claims that the fewest possible rules account for language knowledge, and that particular sentences formed by rules are not the major focus of grammar discussion. However, a new theory has just been developed. It's known as the "usage-based model." Abstract grammar originates from language use, according to the core principle of that theory (Kemmler & Barlow, 2000) This theory was first introduced by the linguist Ronald Langacker. He argues that abstraction is accounted for as a bottom-up process called "schematization". This is a process through which the "commonality called "schema" is extracted from usage as concrete instances (Tode, 2008, pp. 18-19).

Langacker sees the language system as a huge, highly redundant inventory that includes schemas with various degrees of abstraction and their instances, in contrast to the generative theory's minimalist and reductive character. The English language, for example, is structured to generate sentences that begin with phonemes and morphemes and conclude with a complete sentence. As a result, all of these levels form a network.

Lower-level schemas and specific instances are more primitive than highly abstract schemas in usage-based models, which adopt a bottom-up approach to language. Lower-level schemas conveying regularities of limited scope are said to be sufficient for this purpose. Taking this into account, it can be concluded that rules are the result of the schematization of concrete usage.

As previously stated, the usage-based perspective of language knowledge emphasizes usage as instantiations. It is acceptable to believe that language knowledge is dynamic rather than static. Remember that language knowledge is made up of a complicated web of schemas and their manifestations. The appropriate section of the network is activated and strengthened each time an exemplar is encountered, and the network shifts upward. It can be concluded that language knowledge is a dynamic network of structures linked together with variable degrees of strength. (Langacker, 2000).

3.1 Relating learning strategies to SLA

3.1.1 Introduction to the studies

The assumption that there is a set of methods that greatly boost acquisition is implicit in research that aimed to simply identify the tactics that learners utilized. As a result, a number of academics have looked into how successful and unsuccessful language learners employ different strategies. During the investigations, students were classified as "successful" or "unsuccessful" based on an external criterion, and a descriptive account of their strategy use was studied or their strategy use was analyzed, with the type, variety, and frequency of tactics recorded for each group. A second series of investigations took this research even farther. These studies looked at the links between strategy use and performance using statistical methods to see which strategies had statistically significant correlations with performance.

3.1.2 The “successful/unsuccessful language learner” studies

There were several linguists, whose main aim was to investigate the phenomena of a successful language learner. Some of them are worth mentioning. Naiman et al. (1978) utilized semi-structured interviews with 34 “successful” graduate students, many of whom were multilingual, to investigate the strategies that seemed common to all “good” language learners. It was found out that the learners:

- Had an active task approach;
- Viewed language as a system;
- Treated language as a means of communication and interaction;
- Knew how to manage the affective demands of learning a language;
- Monitored their second language performance.

They also discovered that each of these strategy types was linked to a set of substrategies. These data revealed a diverse range of strategies used during learning. However, the study cannot be fully supported because only successful students were investigated, and it is unclear whether unsuccessful students will require additional measures. (Purpora,2000, pp. 27-28).

Concentrating on failing students Abraham and Vann (1987) investigated the performance of two Saudi women who had completed four test activities using think-aloud protocols. They discovered that failing students don't lack solutions for completing assignments; rather, their issues originate from the misuse of strategies.

Margorie Bingham Wesche was another researcher who looked into the issue of successful vs failed language learners. She looked studied the learning habits of 37 Canadian Civil Service students studying French. She discovered that learners who progressed quickly employed a wider range of tactics, thanks to filmed observation. Wesche also discovered that because many acquired actions occur in complexes of techniques rather than singly, these complexes might possibly serve as criteria for identifying a learner. (Wesche,1987).

Chamot, Küpper, and Impink-Hernandez conducted one of the most extensive studies on the issue of the "excellent language learner" (1988). Over the course of four semesters, they studied strategy use and performance in beginning, intermediate, and advanced Spanish and Russian students. They had teachers describe students as "effective" or "ineffective," and then looked at how they used strategies and performed over time. They discovered that "effective" students employed a wider range of strategies and made better approach selections for specific tasks than unsuccessful students. Finally, the "effective" learners "displayed a greater degree of "comprehension monitoring" than "production monitoring" or in other words- attention to discrete linguistic features and made better use of their general world knowledge and their second language linguistic knowledge that did the "ineffective" ones" (Chamot, 1988).

4.1 Motivation for L2 learning

Motivation is the primary reason why some students perform better in L2 studies than others. One could as well inquire as to what motivates a youngster to walk or to be a human being: speaking comes as naturally to them as breathing. In these views, many classroom students who can already interact with others and utilize language for thinking do not need to acquire a second language. Their original language has shaped both their mental and social lives.

So why do people learn language? A survey of schools in six countries of the European Union found that 94% of children thought that learning English was an advantage for "communication abroad", 86% for "facilitation of computer work" and "comprehension of music texts", down to 64 % "sounds better in English" and 51% no expression in national language" (Bonnet, 2002). In L2 learning, motivation has been defined as long-term stable sentiments in the minds of students, particularly integrative and instrumental motivations for learning modern languages. (Gallagher-Brett, n.d.).

Instrumental motivation refers to learning a language for a purpose other than native speaker use, such as passing an exam or obtaining a specific type of work. Some individuals wish to acquire a second language for integrative reasons like "I'd want to live in the nation where it's spoken," or for instrumental reasons like "For my future profession," or for both, or for other reasons. The relative significance of these changes depending on where you are in the globe (Gardner, 1985).

Many investigations have utilized the difference between integrative and instrumental motivation as a starting point. It is slanted towards the Canadian scenario, according to Zoltan Dörnyei (1990, pp 40;45-78), where there is a special balance between the two official languages, English and French. As a result, he examined the motivation of English learners in Hungary's European context. He discovered that instrumental motivation for future jobs was quite potent. Though an integrative incentive was essential, it was not tied to direct interaction with native populations, as it was in Canada, but to general attitudes and stereotypes, and it grew more important as the learners progressed in the language, as it did in England. He discovered two elements related to classroom learning. The first was the urge for achievement—trying to improve oneself in general, and more specifically to pass an examination; the second was attributions concerning previous failures—whatever else the students blamed for their failures. Beyond Gardner's approach, Zoltan Dörnyei has been creating a strand of motivational thinking. His "L2 Motivational Self System" indicates that how we wish to accomplish our Ideal L2 Self determines our success in learning (Dörnyei, 2005).

PART 2

5.1 Language Learning Strategies

5.1.1 Insight into the Language Learning Strategies

Early study on language learning techniques focused on determining what constitutes appropriate language learning procedures. The goal of these studies was to figure out what good language learners say they do or are seen doing when learning a second or foreign language. Observations, interviews, student self-reports and diaries, and questionnaires were all employed to collect data.

Rubin (1975) suggested that good L2 learners:

1. Are willing and accurate guessers;
2. Have a strong drive to communicate;
3. Are often uninhibited;
4. Are willing to practice opportunities;
5. Monitor their speech as well as that of others;
6. Pay attention to meaning.

Management and planning methods, cognitive strategies, communicative-experiential strategies, interpersonal strategies, and successful strategies are the five primary categories of language acquisition techniques, according to Stern (1992; 262-66). The learner's aim to steer his own learning is linked to management and planning tactics. Cognitive strategies are learning or problem-solving stages or activities that need direct analysis, transformation, or synthesis of learning information. Learners utilize communicative-experiential methods including circumlocution, gesturing, paraphrasing, and asking for repeat or explanation to keep a discussion continuing. Learners employ interpersonal tactics to keep track of their own progress and evaluate their own performance. When learning a language, affective methods are employed to overcome negative feelings, irritation, anxiety, and self-consciousness.

5.1.2 Self-Efficacy and Language Learning Strategies

Self-efficacy, or "people's judgements of their skills to organize and execute courses of action necessary to achieve specific sorts of performances," has been proven to improve performance in studies (Bandura 1986; 391). Self-efficacy perceptions impact motivation; they influence the objectives people set, the work they put in to attain those goals, and their determination to keep going even when they fail (Bandura 1986). Researchers in the field of language acquisition discovered that many ESL students had a low feeling of self-efficacy and a lack of learning techniques to assist them master the language (Horwitz et al. 1986). These variables, in turn, detract from their desire to study as well as their performance on English-related academic assignments. Low self-efficacy makes it difficult for them to participate in learning activities (Bandura 1986), and a lack of learning methods makes it difficult for them to solve difficulties that arise during language acquisition.

5.1.3 The statement of the problem

Recent study on second language acquisition has verified the premise that paying attention to affect improves language learning. Learners of Japanese, Russian, and Spanish were given metacognitive, cognitive, and social strategy education in two intervention experiments (Chamot et al. 1993; Chamot, Robbins, and El-Dinary 1993). Students completed learning method questionnaires, in which they indicated how often they used various L2 strategies, and self-efficacy questionnaires, in which they assessed their judgments of their ability to do those tasks, among other things. In most groups, there were positive correlations between frequent use of learning techniques and self-efficacy beliefs. The goal of this survey-correction study was to contribute to the findings of previous research in this field.

Meanwhile, a literature analysis found that there are little recorded records of local studies on ESL students' language self-efficacy and language learning practices. Understanding these two conceptions and how they are connected might help English teachers better assist students who are having difficulty learning English. When they are preservice teachers being educated to teach ESL students in schools, the need to develop insights into ESL learners' language learning practices and language self-efficacy becomes even more appealing. The ability to take change of one's own learning

If a single common thread runs through the increasingly diverse literature, it is that the essence of learner autonomy is the ability to take change of one's own learning. This foundational definition was provided by Holec in "Autonomy and Foreign Language Learning" (Holec, 1981). Holec's paper was written in the context of the Council of Europe's work on adult education theory and practice. This was predicated on the idea that adult education should "advance the individual's freedom by developing those talents that would enable him to act more responsibly in the administration of the society in which he lives." (Holec, 1981:1). Due to this view, adult education "becomes an instrument for arousing an increasing sense of awareness and liberation in man and an instrument for changing the environment itself" (Holec 1981).

The idea of learner autonomy, according to Holec, has implications not just for how learning is organized, but also for the type of information that is learned. His failure to investigate the full psychological ramifications of learner autonomy may explain a discrepancy in his thinking. Learner autonomy implies a transition from "directed instruction" to "self-instructed learning," yet the capacity to guide one's own learning is "not inborn" and must be gained either "naturally" or via formal education (Holec 1981:3). As a result, Holec claims two separate language teaching goals: helping learners attain their linguistic and communicative goals on the one hand, and becoming autonomous on the other. "This raises the question of how compatible the methods used to attain the first and second objectives are," he says (Holec, 1981; 23).

6.1 Autonomy, Competence, Relatedness and Intersubjectivity

There is much data from classrooms and self-access facilities to demonstrate that students are frequently hesitant to take care of their own education. They are accustomed to the passive position that learners have historically been assigned by schools, and they are skeptical of the concept that they should define learning goals, choose learning materials and activities, and assess learning results. Salmon (1998; 23) contends that this passive stance corresponds to the

widely held belief that children are not yet ready for societal duty, which she contrasts with home reality:

Even newborns appear to have a will of their own to parents; they are not passive beings readily molded by the acts of others. Boys and girls make their active presence, wilful agency, demands and objections very visibly felt from their youngest years. Every family with children must negotiate with its young members: their own agendas must be addressed in some way (Salmon, 1998; 24).

To paraphrase the above sentence, it is in our nature to be self-sufficient, proactive in investigating and responding to our surroundings, and persistent in sticking to the goals we set for ourselves. Any parent understands how difficult it is to divert a tiny child away from a socially or physically harmful line of conduct.

According to Deci, an American social psychologist, one of the three essential wants that we must meet in order to feel fulfilled is autonomy. He claims that we are autonomous when we are "completely eager to do what we're doing and embrace the action with a sense of interest and commitment" (Deci 1996; 2). Competence and relatedness are the other two essential demands. When we face and effectively solve "optimal obstacles" (p. 66), we feel competent, and when we love and are loved by others, we feel attached (p.88). It is commonly thought that the need for relatedness and the desire for autonomy are mutually exclusive, but as Deci (1996; 89) points out, this is to conflate autonomy with independence:

To be self-sufficient implies not relying on others for personal sustenance and support. Autonomy, on the other hand, refers to the ability to act freely and with a sense of decision and choice. Thus, a person might be either independent and autonomous (i.e., not reliant on others) or independent and controlled (to feel forced not to rely on others). The notion of relatedness reminds us that learning usually depends on interaction with other people. Deci's three needs implicitly recognize our dual nature. Being self-sufficient means not dependent on others for food or assistance. The ability to behave freely and with a feeling of decision and choice is referred to as autonomy. As a result, a person might be either independent and autonomous (i.e., self-sufficient) or independent and controlled (to feel forced not to rely on others).

Trevarthen's research has revealed that children are born with "reasons to locate and utilize other people's motives in "conversational" negotiation of objectives, emotions, experiences, and meaning (Trevarthen, 1998;16). In other words, youngsters have a natural need to communicate with their relatives. One of Trevarthen's remarks is particularly noteworthy since it implies an unavoidable and essential relationship between motivation, autonomy, development, reflection, and communication:

“This inborn intersubjective faculty of the infant must be seen as an indirect effect of pure, unthinking motivation. Nevertheless, it has a rudimentary reflectivity and an autonomy that presage thoughtful message-making in the head, and communication of interest in a shared world (Trevarthen,1992:105)

7.1 Constructivist learning theories

There are many varieties of constructivism, but all make the same basic claim: our knowledge is built by bringing what we already know into interaction with the new information, ideas and experiences we encounter. Kelly (1991: I, 51) explains the meaning of experience the following way:” The constructions one places upon events are working hypotheses, which are about to be

put to the test of experience. As one's anticipations or hypotheses are successfully revised in the light of the unfolding sequence of events, the construction system undergoes a progressive evolution. The person reconstrues. This is experience.”

Traditionally, curriculum knowledge has been viewed of as a continually developing body of objective truths that schools are responsible for transmitting to their students. The constructivist viewpoint, on the other hand, questions the usefulness of transmission models of teaching and learning, favoring inquiry and interpretation over memorization. This is not to deny the existence of information that is not dependent on individual knowers or the viability of building curricula on such "external" knowledge; rather, it is to emphasize that successful learning is more than simply memorizing what is taught. According to Barnes (1976; 81) “School knowledge is the knowledge which someone else presents to us. We partly grasp it, enough to answer the teacher's answers, to do exercises, or to answer examination questions, but it remains someone else's knowledge, not ours. If we never use this knowledge, we probably forget it. In so far as we use knowledge for our own purposes however, we begin to incorporate it into our view of the world, and to use the parts of it to cope with the exigencies of living. Once the knowledge becomes incorporated into that view of the world on which our actions are based, It can be told that it has become “action knowledge”.

These remarks emphasize one of the educational system's fundamental issues: learning production that is disconnected from the rest of the learners' life. According to Barnes, instructional approaches to mitigate this impact should include learners in exploratory, interpretive processes that allow them to apply their action knowledge to the school information they are given. To put it another way, language learners must be able to use their knowledge in the real world, and the educational system must at the very least attempt to engage them in the process of becoming creative and effective in learning a new language. Students should be given the flexibility to choose from the enormous array of opportunities that life provides for them to participate in the process of language development. This has an immediate and unavoidable influence on classroom discourse activities that traditional pedagogies typically overlook: asking exploratory questions, providing recommendations, disputing others' assertions, and reviewing learning goals, tasks, and outcomes. They aim to stimulate learners' "active presence," harness their "witful agency," accommodate their "demands and protests," engage them in "negotiation," and integrate their "personal agendas" into the classroom's evolving learning agenda, at least in principle. According to this perspective, formal learning is most effective when it is "participatory, proactive, communal, collaborative, and devoted to creating rather than receiving meanings" (Bruner 1996: 84). The goal of education remains the same: to provide students with access to the diverse culture into which they were born. Learners can't create information out of thin air, and they can't create focused and meaningful learning interactions either. Participatory, proactive, community, and collaborative classroom processes must also be reflective. Bruner also says the following concerning educational language: “It must express stance and must invite counter-stance and in the process leave place for reflection, for metacognition. It is this that permits one to reach higher ground, this process of objectifying in language or image what one has thought and then turning around on it and reconsidering it” (Bruner, 1986: 129). A capacity for "reflective intervention," according to Bruner (1986: 132), is a defining trait of an independent learner. A capacity for "reflective intervention," according to Bruner (1986: 132), is a defining trait of an independent learner: “If he fails to develop any sense of what can be called reflective intervention in the knowledge he encounters, the young person will be operating continually from the outside in – knowledge will control and guide him. If he succeeds in developing such a sense, he will control and select knowledge as needed. If he develops a sense of self that is premised on his ability to penetrate knowledge for his own uses, and if he can share

and negotiate the result of his penetrations, then he becomes a member of the culture-creating community.”

This reasoning leads to a conclusion: each of us builds our own knowledge by interacting with what we already know and what we are about to learn. In order to facilitate the automatic, unconscious production of knowledge, we should also utilize exploratory, interpretative, and participative educational approaches. Learners can take on discourse roles that traditional pedagogies would refuse them. Learners begin to take charge of their own learning when they embrace the previously indicated roles, and they are compelled to reflect on the content and processes of their learning. The learner's standing as an independent member of the learning community is confirmed through what Bruner calls "reflective intervention" in knowledge.

8.1 Pedagogical Implications

The notion of learner engagement demands the teacher to include her students in their own learning process by requiring them to share responsibility for defining the learning agenda, selecting learning activities and resources, controlling classroom interaction, and assessing learning results. Learner engagement is not the outcome of a single educational act, but rather a process that demands ongoing attention from the start to the finish of the learning process. The learner's attitude toward language acquisition must be steadily improved. He or she will be more likely to achieve the goal in this manner. Each pupil must be convinced of the usefulness and need of studying a foreign language. Making the student more confidence in his or her judgments is one of the most effective strategies to create a successful English language learner. Few students will be capable of completing the activities in their first lesson. They must first learn to regulate themselves. Taking little efforts toward a goal is typically the most effective strategy to increase our self-confidence. The teacher's job is to find areas where she may compel her students to make decisions from the start, but she must also be quick to let go of control when the students are ready to take over in other areas. In some situations, such as the English language programs provided by Integrate Ireland Language and Training for adult immigrants with refugee status, a teacher can negotiate a curriculum solely based on her learner's assessed requirements. This is how one instructor created a 17-week curriculum for a group of students who spoke little or no English. She presented the children with various different themes, each with a picture, and asked them to select the ones they liked most. They might select from a variety of colored stickers. The most stickers were awarded to the photographs that the students were most interested in. The other themes, on the other hand, were not omitted; they were just utilized less frequently. Adult immigrants learning the host community's language is clearly an unusual situation. The majority of school instructors are required to structure their classes according to the approved curriculum rules. Having such limitations does not preclude the instructor from using her own ways and ideas to make the course both resourceful and enjoyable. Salmon (1988;37) claims that you are what you teach in certain ways: “One teacher’s Spanish is not the Spanish of her colleague, though the syllabus may be the same, the lessons are not. What gives importance, value, vitality to one person’s material is hers alone; and it is this - or its absence- which is the real substance of her teaching.” In other words, despite the fact that there is an official curriculum that exists in every educational system, each teacher is unique. There is no need to do everything according to the plan. There are countless methods of making the lesson both interesting and funny for the students. This will definitely hold their attention to the subject matter itself long enough, so that the teacher can accomplish her mission of transferring knowledge into the pupils’ heads.

The concept of learner participation already includes the principle of learner reflection. When you are not thinking about what you are doing, you have a very low chance of organizing the lesson, selecting activities and resources, or evaluating the student's ability. However, embracing "reflective intervention" as a crucial aspect of the learning process is also required by the notion of learner reflection. We need an expressly detached perspective on the process and content of learning to augment the accidental reflection that planning, monitoring, and assessing learning entails.

The target language is the medium through which all classroom activities are done, according to the concept of target language usage. The most complete integration of learner autonomy with target language competency is based on this approach. Teachers frequently argue that learners cannot organize and reflect on their learning in the target language. The efficient use of group work and the proper use of writing are critical to the successful application of the target language use principle. Working in small groups is vital because it allows learners to participate in extensive interactive usage of the target language.

Listening and speaking should be trained before reading and writing, according to several language education traditions, particularly the audiolingual and audiovisual techniques. However, this does not rule out the most successful method of language learning: writing everything down. It is stated that writing everything down, even numerous times, aids both the student and the teacher in memorizing crucial information that may be needed at some point in the future. This strategy is especially helpful when the student is having trouble pronouncing certain sounds. That manner, no matter what problems they encounter while learning, everyone may acquire the language. Writing has been implemented in three ways in independent classrooms:

- To make posters that summarize learning plans or list useful vocabulary;
- Idioms or grammatical structures;
- To maintain journals or logbooks in which learners capture the process and progress of their learning.

What is written down may be required to help speaking in any of these modes, while speaking also helps to produce what is written down.

Learner notebooks have long been recommended as tools for reflection and self-evaluation in formal education (Kent, 1997; Moon, 1999). Diaries, on the other hand, go to the very heart of the learning process when language learners keep journals in their target language and use them to record all of their learning. The learner's diary gradually becomes his primary instrument, demonstrating a progressive growth of his identity as well as the development of competency in a second or foreign language.

The following is a summary of the problem of autonomy in language learning: student autonomy is the result of an interactive process in which the teacher steadily expands the scope of her learners' autonomy by methodically giving them more control over the process and content of their learning. Communication skill in a second or foreign language is also the result of an interactive process in the classroom. When language learner autonomy is a goal, we must create an engaging dynamic that increases communicative skill and learner autonomy at the same time. Autonomy is extremely similar in language acquisition and language usage.

9.1 Definition of communication strategies

Learners' problem-solving activity during target language communication was initially recognized as "communication strategy" by Tarone, Cohen, and Dumas (1976). When expressing or decoding the meaning of their intended utterances, learners prefer to utilize communication methods to compensate for their lack of suitable target language expertise. Communication strategies, according to Tarone, are "two interlocutors' reciprocal attempts to agree on a meaning in a context where the required meaning structures do not appear to be shared" (Tarone, 1980, pp 420). She focused on the interactional components of communication techniques, which include any measures to avoid communication barriers.

Faerch and Casper (1983a; 1983b; 1984) provided a wider definition of communication strategies, emphasizing the preparation and execution of speech output. They stated that in order to overcome communication challenges, a learner not only cooperates with his or her interlocutor, but also solves the problem without the aid of communication. Faerch and Kasper (1983a;1984) examined corpus data from English as a foreign language learners and classified communication techniques into two categories: achievement and reduction strategies. The first allows students to devise a new strategy for achieving the original objective using whatever resources are available. The second helps students to avoid fixing a communication challenge by allowing them to abandon the original message. Compensatory and retrieval techniques are two types of achievement strategies. Coding, interlingual transfer, intralingual transfer, interlanguage-based techniques, cooperative strategies, and nonlinguistic methods are examples of the former. When learners have trouble retrieving specific interlanguage objects, the latter is employed. Formal reduction methods, such as utilizing a reduced system to prevent creating nonfluent or wrong utterances, and function reduction strategies, such as ignoring a certain topic or giving up on delivering a message, are examples of reduction strategies.

Any attempt by learners to overcome their problems and develop the target language in order to attain communicative goals in actual contact can be considered a communication strategy. When learners do not exchange linguistic, discoursal, or sociolinguistic information with their interlocutors, they require these tactics to utilize in the target language. Learners can notice their faults while creating the target language and strive to apply alternate tactics for a better outcome by employing these strategies. This strategy provides learners with specific communication solutions. When learners encounter challenging material to process, they can gain expertise with the process of digesting information intake, allowing them to use communication skills to aid their own target language acquisition. These tactics encourage students to stay in the discussion, which allows them to receive more target language input and make new utterances. As a result, using communication tactics can help English as a foreign language students learn more effectively. As a result, communication strategies should be considered a subset of learning strategies, which include both language acquisition abilities and applications in real-world situations. Researchers have employed numerous conflicting taxonomies, according to Dörnyei and Scott (1997). Two representative definition groups have emerged in particular. The interactional perspective emphasizes the interaction and meaning negotiation between interlocutors. Communication strategies are regarded to include not just problem-solving phenomena to compensate for communication interruptions, but also pragmatic discourse functions as message boosters, according to this perspective. The psycholinguistic perspective (Faerch & Kasper, 1983a) focuses on the individual's variety of problem-solving actions. Psycholinguistics researchers focus on lexical compensatory methods and ignore other types of strategy utilization. The viewpoint used here is similar to that of the interactional perspective, which looks at the strategies used by English as a foreign language learners in interactions with

their communication partners in classroom assignments. The focus is on examining the notion that learners with inadequate understanding of the target language may employ communication methods to optimize their interpersonal communication potential.

PART 3

10.1 The research methods, tools and participants

10.1.1 Methodology

One of the most important aspects of one's life is to succeed in language acquisition. Different approaches and methods may be used to teach any language. When it comes to language acquisition, there are no perfect answers, but any solution is viable. Some students try to figure out how to improve their language skills on their own. Unfortunately, no traditional way exists. That is why pupils must devise strategies that are appropriate for them.

Using surveys and observation, this study aims to discover the ideal method for becoming a successful English language student. The questions are written so that students may comprehend and respond from their own perspectives. Many various answers may be found by employing relevant questions to be answered. It is beneficial in enhancing the talents of anyone who aspires to become more skilled in the near future.

10.1.2 Planning the study

The study's major goal is to determine what the key differences are between successful and unsuccessful English language learners. It aims at defining how does a successful English language learner look like. The major points of the research are:

- The age of the students;
- Their motivations towards language learning;
- The tools that help them

10.1.3 Participants

The participants of the research were chosen according to their age, gender and the class itself. The average age of the students is 15-17 with different abilities and skills, yet motivated enough to study harder. The research consists of 23 male and 27 female students. The greatest impact on the research process was made by the students' approach to the learning process itself.

10.1.4 Procedure

A questionnaire was created to shed some light on the matter of motivation and succeeding in English language learning in general. The research was carried out in the period of November 8 – December 3 2021. The participants were given 19 questions for 24 hours to consider or even reconsider their decisions about the given topic. After the given time expired, 50 students handed in their answers both in paper form and in Google Questionnaire form.

11.1 Empirical research methods

The research's major procedures included observing the chosen participants for a month and determining their key strengths and shortcomings in terms of improving their English language skills. Then, to explore the students' capacities to learn English language and describe what makes a student effective in accomplishing that aim, a questionnaire was devised.

11.1.1 Observation

One of the most common strategies for studying the language is observation. In our situation, the research participants were observed non-participantly, that is, from afar, in order to examine their behavior and determine the most effective way for achieving the research's goal.

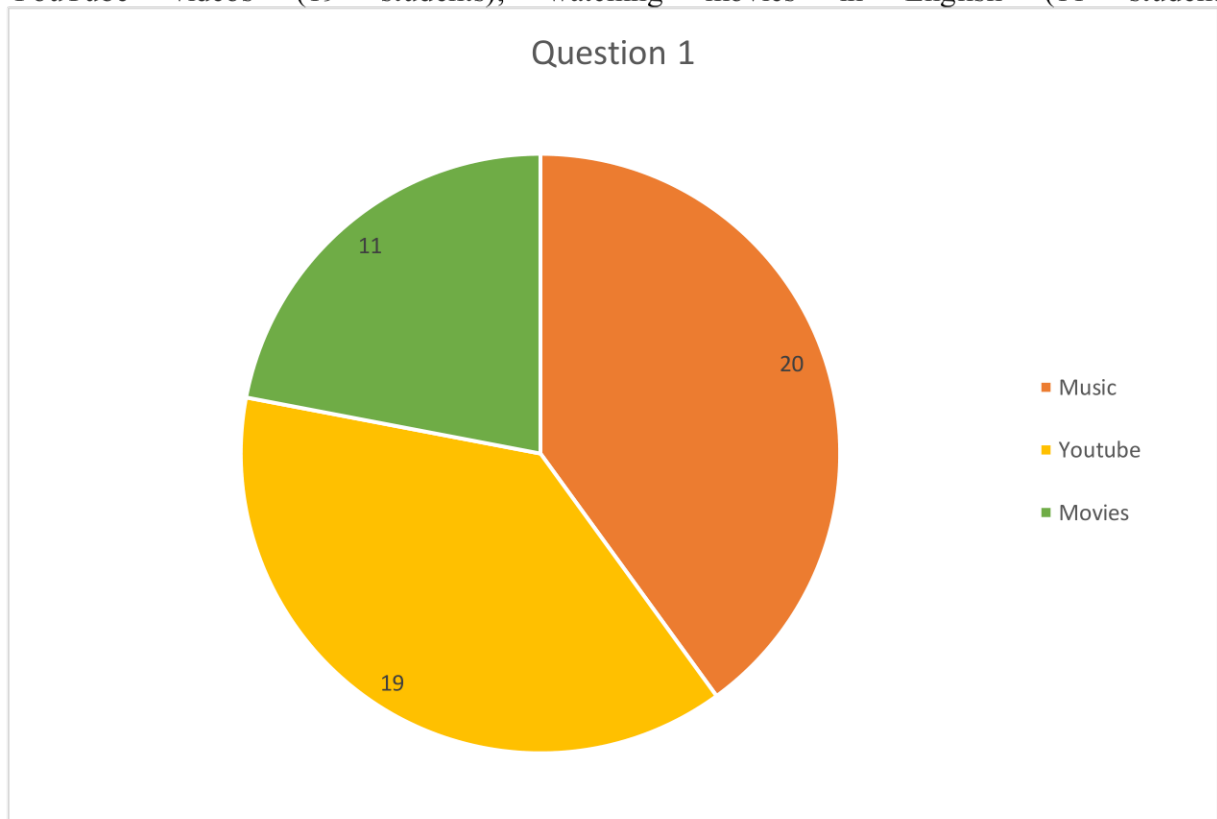
11.1.2 Questionnaire

Following the observation of the students, a questionnaire was developed to further investigate the incidents. The questionnaire contains both open-ended and closed-ended questions. Some of the questions may appear to be ambiguous. As a result, they were streamlined so that learners could comprehend and respond appropriately. The questionnaire contains questions like How? and Why? to further explore the students' points of view and get a more accurate result. It provides us a more comprehensive knowledge of the subject and the resulting situation.

12.1. Discussion and pedagogical implication of the results

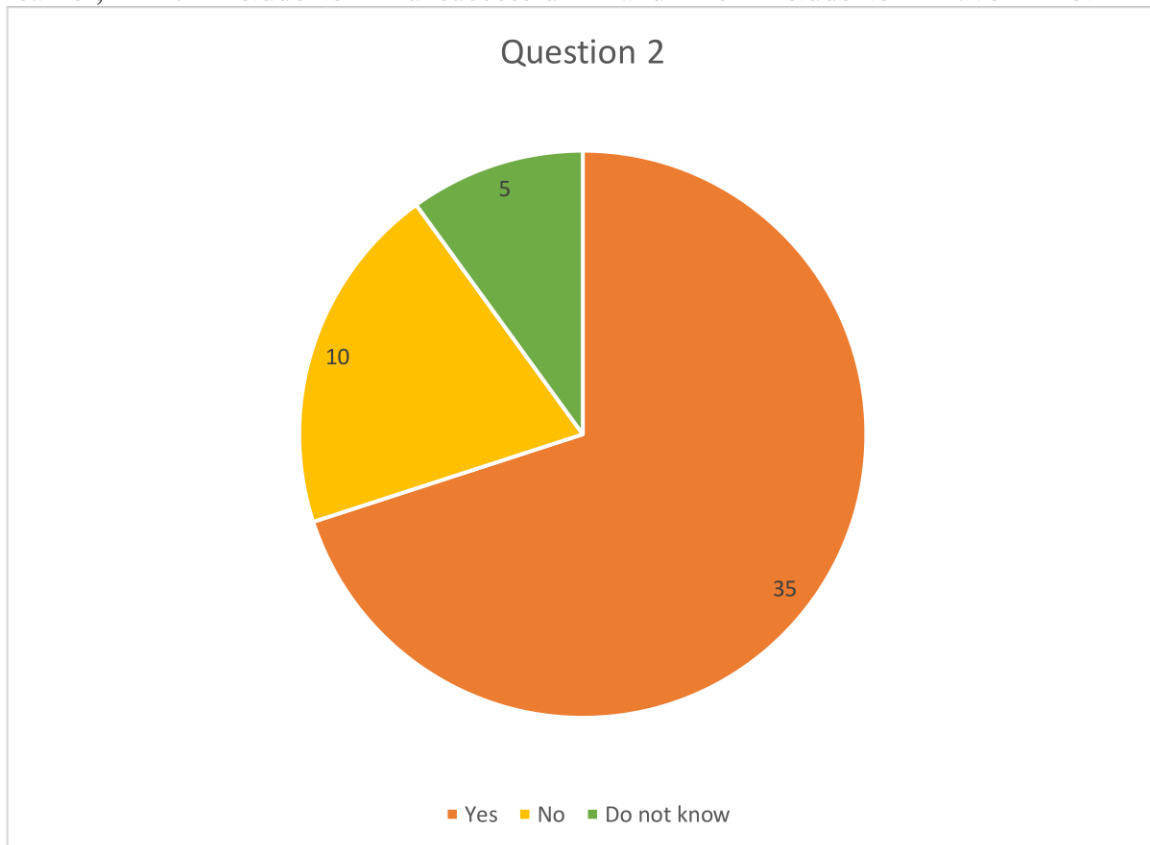
12.1.1 Data analysis

First and foremost the students were asked if the internet a useful tool for language learning. If yes, how? The answers were the following: listening to music in English (20 students); watching YouTube videos (19 students); watching movies in English (11 students).



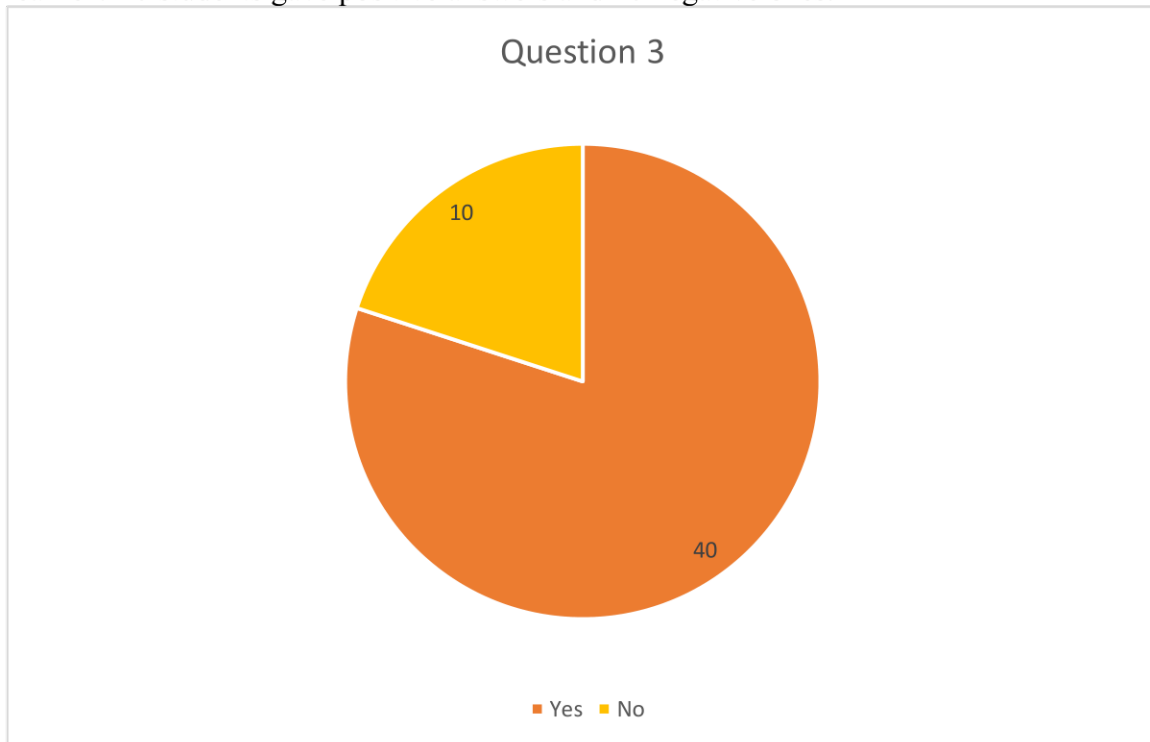
As can be seen, the internet is a quite useful tool for everyone in some way. It indeed helps in acquiring a new language. Although listening to music and watching YouTube videos is the most effective way according to the studies, there are plenty of ways of using the internet for other needs, including language learning. Nowadays, the internet itself greatly influences the approach a student chooses to study English. However, studying might require a particular order. The internet can be utilized properly, but on the other hand, there are a lot of data, with inappropriate content. According to the data analyzed, the following conclusion occurs: internet is one of the main tools for language development in the modern society. Due to the statistics of the ways of interest, the World Wide Web is proved to be one of the leading ones, when talking about language acquisition. From the point of view of statistical bias, students are the least interested in watching movies

The second question was: Do you consider yourself a successful language learner? Why yes/no? The students' points of view varies. Most of the students do not think of themselves a successful English language learner, because they focus on many other subjects and, therefore, they have not got enough time for language acquisition. 35 learners consider themselves a successful learner, 10 students- unsuccessful and 5 students have not decided.



70 % of the students claims that they are successful in English language learning. Most of them are interested in language learning as it reveals the opportunities given to those, who can speak at least 1 additional language apart from mother tongue. There is a huge amount of variables both the teacher and the learner should take into account. Despite the fact that some students are not sure about what they are truly capable of. As for those who do not think of themselves as a successful English language learner, the most obvious reason for that is the absence motivation. They have no wish to get involved in linguistic studies. It is possible that they are good at other sciences, beside linguistics.

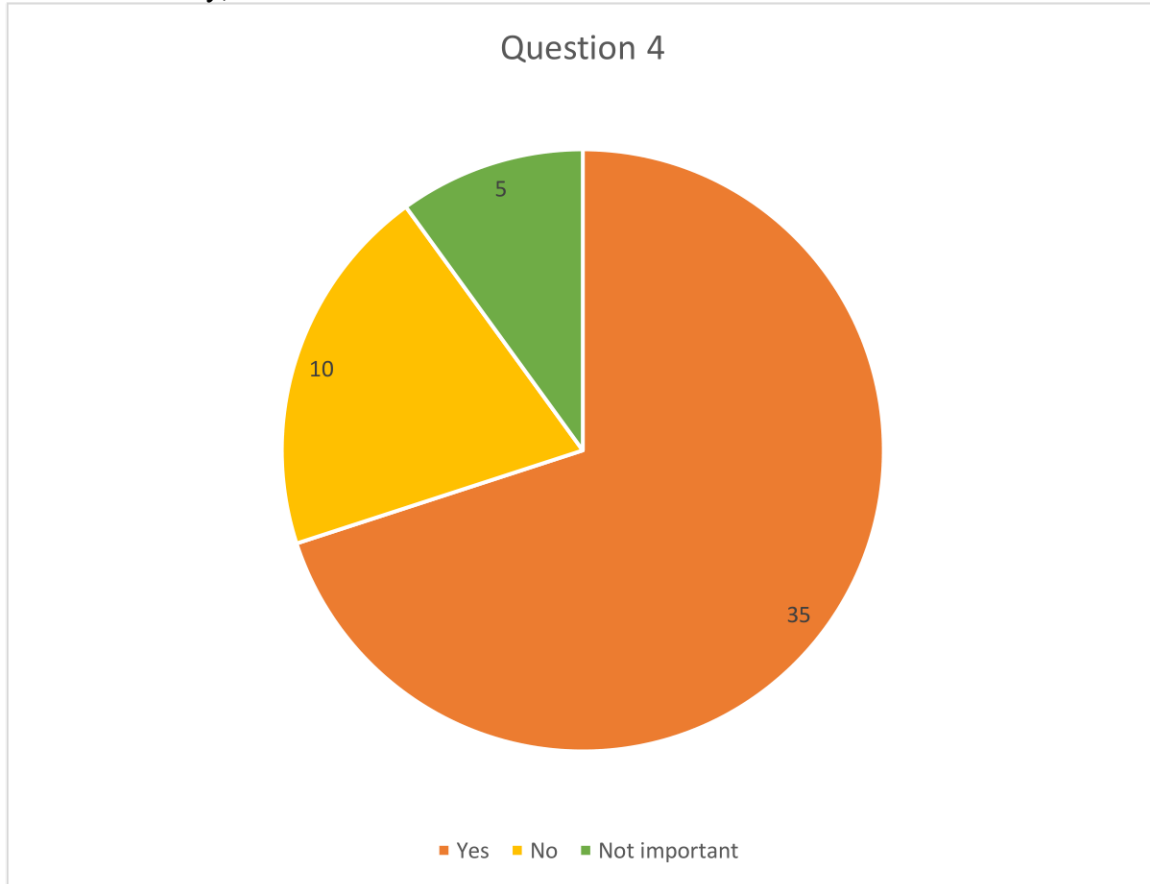
The third question: Is there a need for vocabulary to become a successful English language learner? 40 students gave positive answers and 10 negative ones.



There is definitely a great need for vocabularies. The students appreciate them, because of their usefulness. A vocabulary can be used any time: when being home, at school or other places. It serves as a universal method for finding words when they are needed the most. Moreover, vocabularies provide the correct translation, pronunciation. The most useful vocabularies are those, which translates from one language to another and vice versa. Vocabulary helps increase the stock of words of the student. It can be very useful, especially at earlier stages. Those students who do not use vocabularies rely on the teacher and learn only the words related to the given topic of the lesson. That is why most of the words they might know if looking up for them at will remain unknown.

20% of all the respondents has shown, that vocabulary is of no need for them, while 80% shows a great interest towards using it during an English lesson. This method can be considered valuable for those, who intend to develop in such ways as second language acquisition. The results are pointing at the huge importance and necessity for vocabularies.

The fourth question is: Do you use a vocabulary? The results are the following: 35 students do use a vocabulary; 10 students do not use and 5 students do not consider them useful.

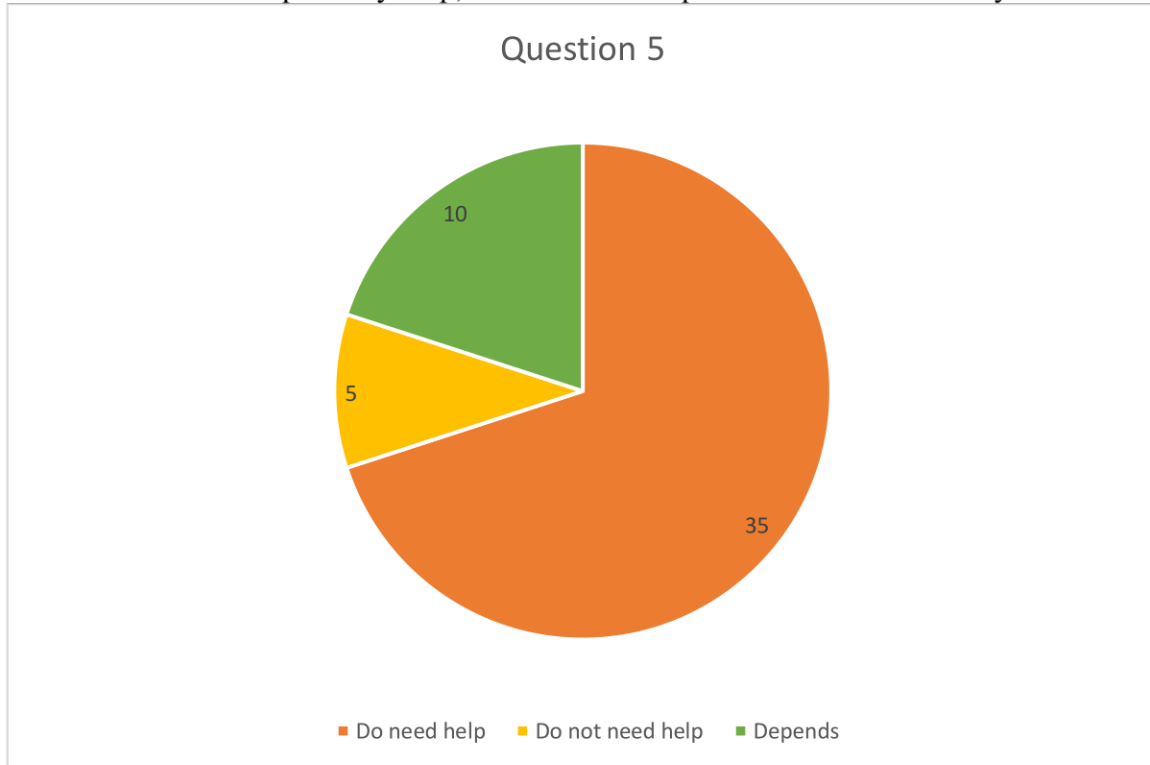


The research shows that it is important to use a vocabulary. Most of the students use vocabularies in order to succeed in language learning. Vocabularies help learn a language. Due to this, pupils are able to obtain the presented material. It also gives the opportunity to practice new words, when expressing ourselves. A vocabulary can give a vast explanation of any words needed at the moment of speaking. The alphabetical order can come in handy while looking up for an unknown word or word construction. The ones, who does not search for a word or use vocabulary at all may be people with a good memory.

Relying on the research results, a big part (70 %) of the participants use vocabulary on a daily basis. It means, that having a vocabulary in some ways motivates the students to gather more information about anything they want to know about. Another 20 % believes, they should not use them. It leads to the question: Why not use vocabulary if there is a chance of progressing further in reaching the goal of a successful English language learner? The most obvious answer is laziness. Statistic shows, that not everyone is eager to study at all. Finally, the remaining 10% of the learners do not consider vocabulary an important part of their development.

In conclusion, vocabulary as a learning aid can be useful for everyone, but one should take into consideration the growing tendency of modern gadgets, compared to the common ones.

The fifth question: How much time do you spend on homework? Do you have any external help?
35 students do not require any help, 5 students do require and 10 students only in some cases.



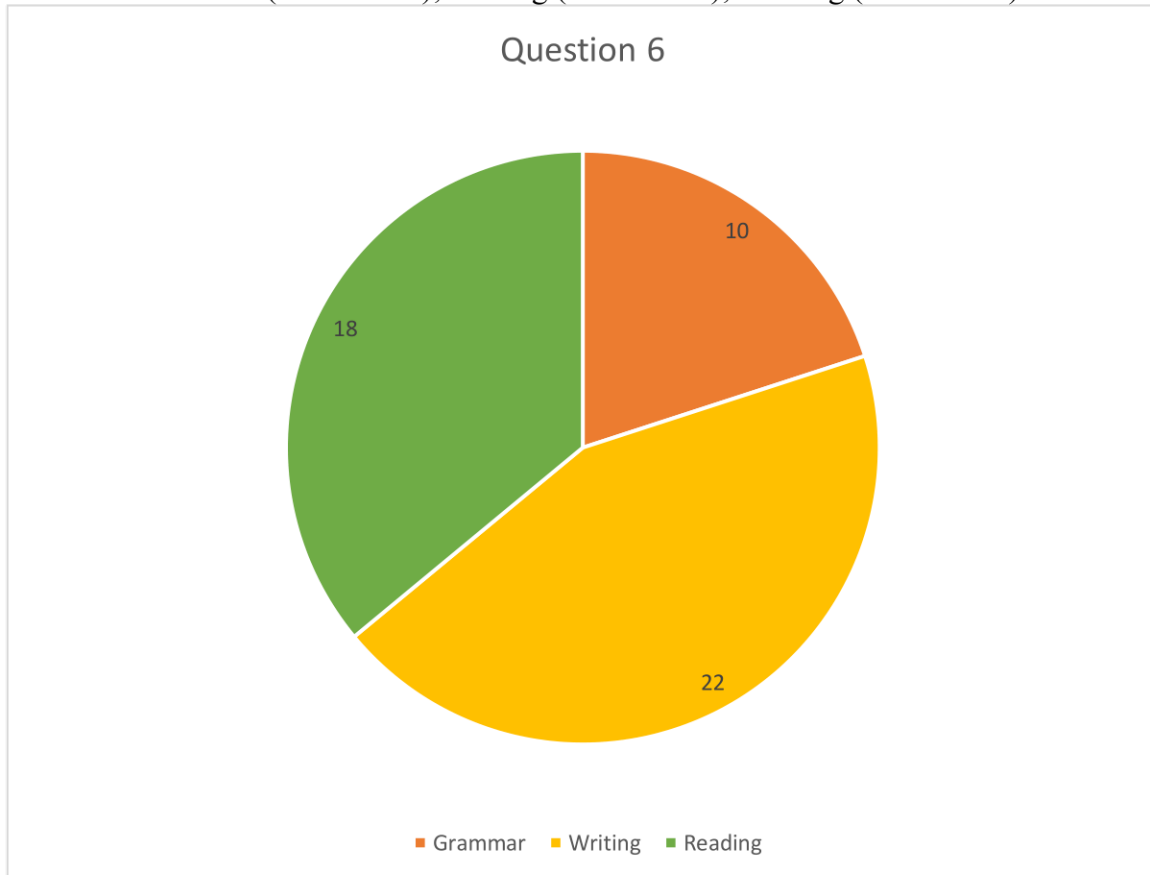
According to the statistics, students do need help in solving their homework. Most of the students, however, do not spend much time on doing their homework. They either know or do not know all the answers to their homework and prefer to ask the teacher, rather than request their relatives to help them. One of the main aids that come to use is the internet: books, vocabularies, online consults with teachers or classmates. Family can also be of use when there is a need to find a solution for any task that seems to be unsolvable. The time students spend on doing their homework strictly depends on their level of difficulty. Although, each student is an individual and it cannot be told for sure which task is more or less difficult, for it is the student who matters the most.

The majority of the students (35) believes they are in need of help, when studying. It appears, they have struggles and are intend to overcome them. Another 20% thinks, it is a question of the student himself being or not being able to solve the issues he or she may encounter when learning English.

Last but not least, there is a small percentage (10%) of students, who do not need help at all. They are motivated by themselves and know exactly what they want.

Summing up the gathered data on the importance of help and timing, it can be said for sure, that although there is a small percentage of confident students, most of them still need some help to come with the difficulties they come across every day.

Question 6: What are the most difficult and the easiest tasks for you personally?
Answers: Grammar (10 students); Writing (22 students); Reading (18 students).



The results show that students do not like grammar. The grammar-based tasks are proved to be the most difficult for the majority of the learners. They do not like time consuming tasks that require certain knowledge of grammar.

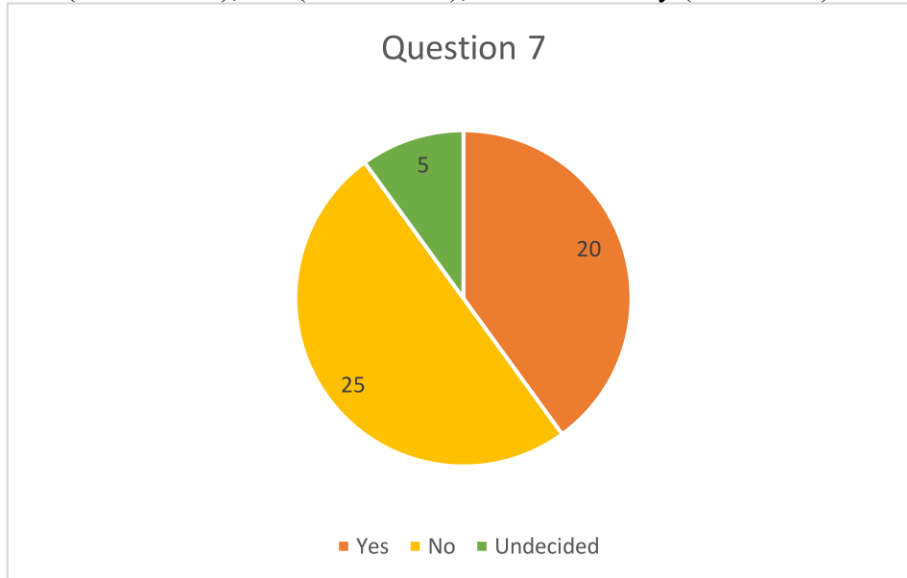
As for reading, many language learners consider reading difficult, but at the same time interesting. On the one hand reading is a crucial part for their creativity and critical thinking. Reading is useful for memorization. Those, who read a lot are capable of constructing thought of their own very precisely. Besides, reading is one of the leisure activities, widely used to turn on the imagery and is fascinating, inspiring the reader to continue what he has already started. Writing is another way of studying. When a word is written down in a copybook instead of just memorizing it, anyone can open the written text and find whatever has to be found or revised.

According to the outcome of the research, it is difficult to tell, which part of the language is the most complicated one and the easiest one. Statistically speaking, the percentage of the students finding such parts of language as reading, writing and grammar either difficult or easy differs. Basically, all of the participants of the research considered some part of the language difficult.

Therefore, it is a personal issue for every student to cope with the main parts of the language.

Question 7: Does the teacher motivate you?

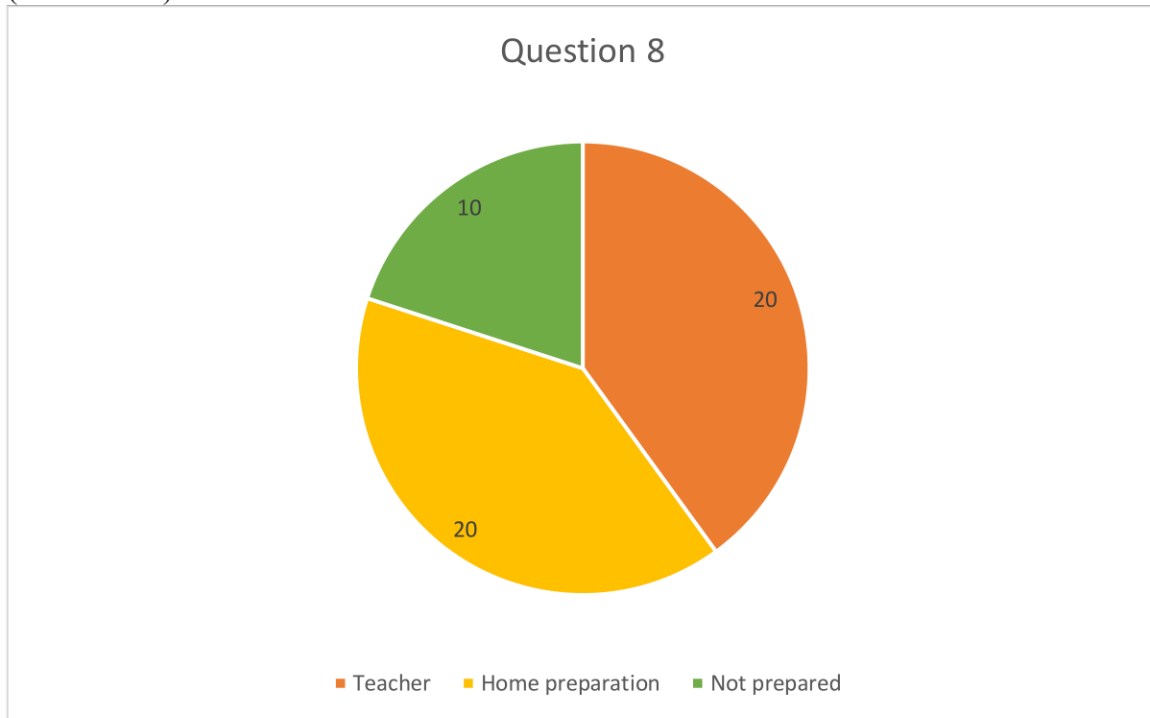
Yes (20 students); No (25 students); Not necessarily (5 students)



A good teacher always inspires the student to gain knowledge. The high level of proficiency of the teacher demands him to be resourceful and require a huge amount of material and knowledge for the students to keep on track. The results show that the learners are better motivated when having a goal to achieve. It can be a good mark, praise for being active or other ways of saying the student he or she is going the right way. There are cases, when students do not need such praises, because they already have an aim of theirs. Mostly, students want to prove themselves they are good at what they are doing. This is another reason why learners not always need support. Although, in many instances they do. Parents have a huge influence on the child's decision to be more effective and to be keep up with the learning process.

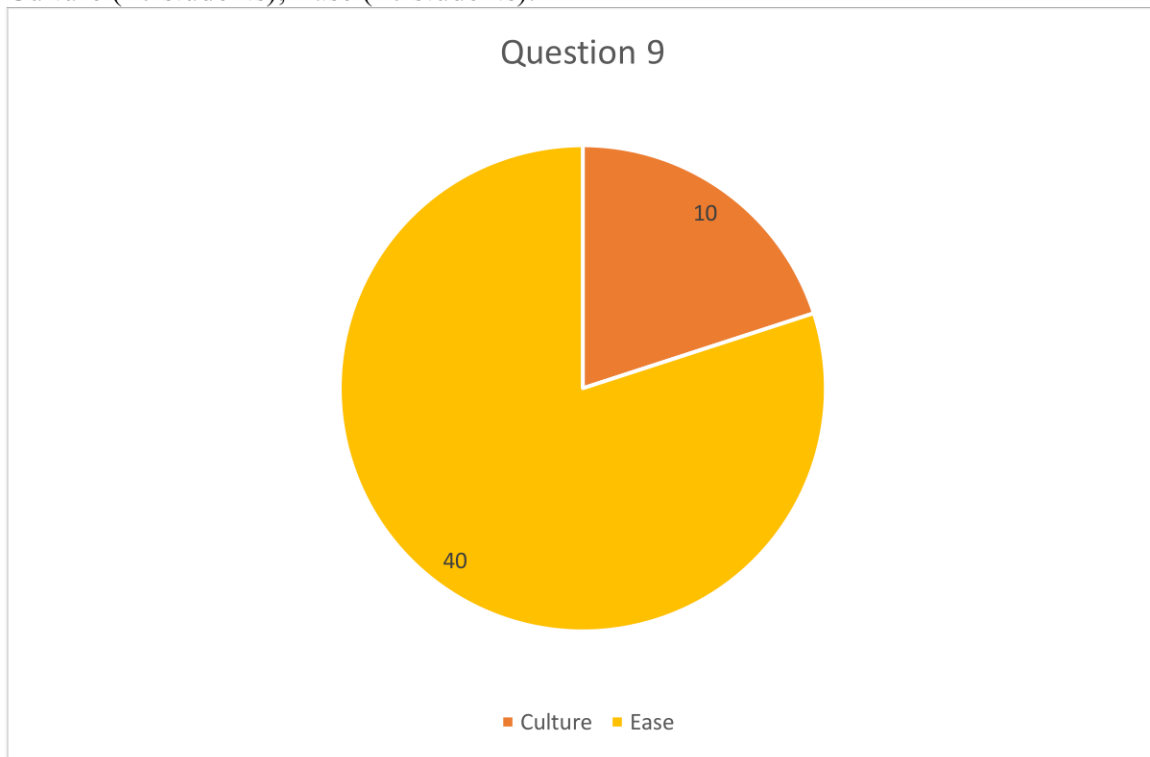
Question 8: What makes you effective during the lessons?

Motivation of the teacher (20 students); Home preparation (20 students); Not prepared (10 students)



The results show everything depends on preparation. Another important factor is the ability of the teacher to make the lesson interesting, to hold their attention for as long as possible. If the teacher manages to succeed in fulfilling any of these requirements, then nothing was in vain and he completed his job totally. The students love, when the tasks are interesting and not that difficult. They would like to enjoy the lesson, rather than struggle trying to understand the material. If the lesson is not interesting the students will not take part in the lesson, thinking of it as a boring or unnecessary activity. Teamwork greatly inspires the learner to cooperate with each other or if separated into groups, there is a particular spirit of competition between him. Each of the students want to be better than the other.

Question 9: Why do you like English?
Culture (10 students); Ease (40 students).

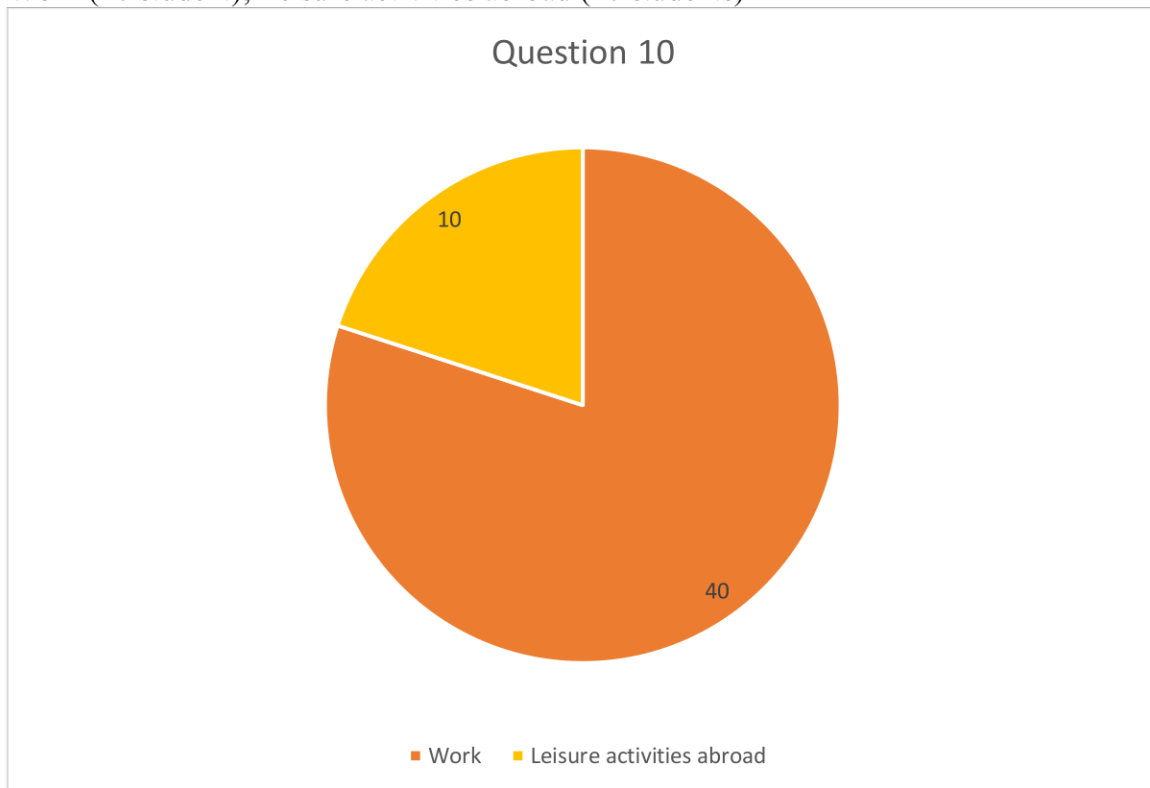


English appears to be easy for most of the students. Because of being a worldly known language, practically everyone speaks it. Indeed, English is proved to be one of the easiest language to learn. Using English helps to make new friends or simply communicate with the whole world. It is easy to make simple sentences, even if you are a beginner.

Language is strongly related to culture. Therefore, it is no surprise learners chose it as a matter of interest. English is the opportunity for them, as they see it, to become something more than they are.

A lot of people when choosing between languages to learn, usually they plump for English. The language itself has changed during the course of history, but it is still understandable with many peculiarities in it. For some pupils language learning is the source of their happiness.

Question 10: What motivates you to learn English?
Work (40 student); Leisure activities abroad (10 students)

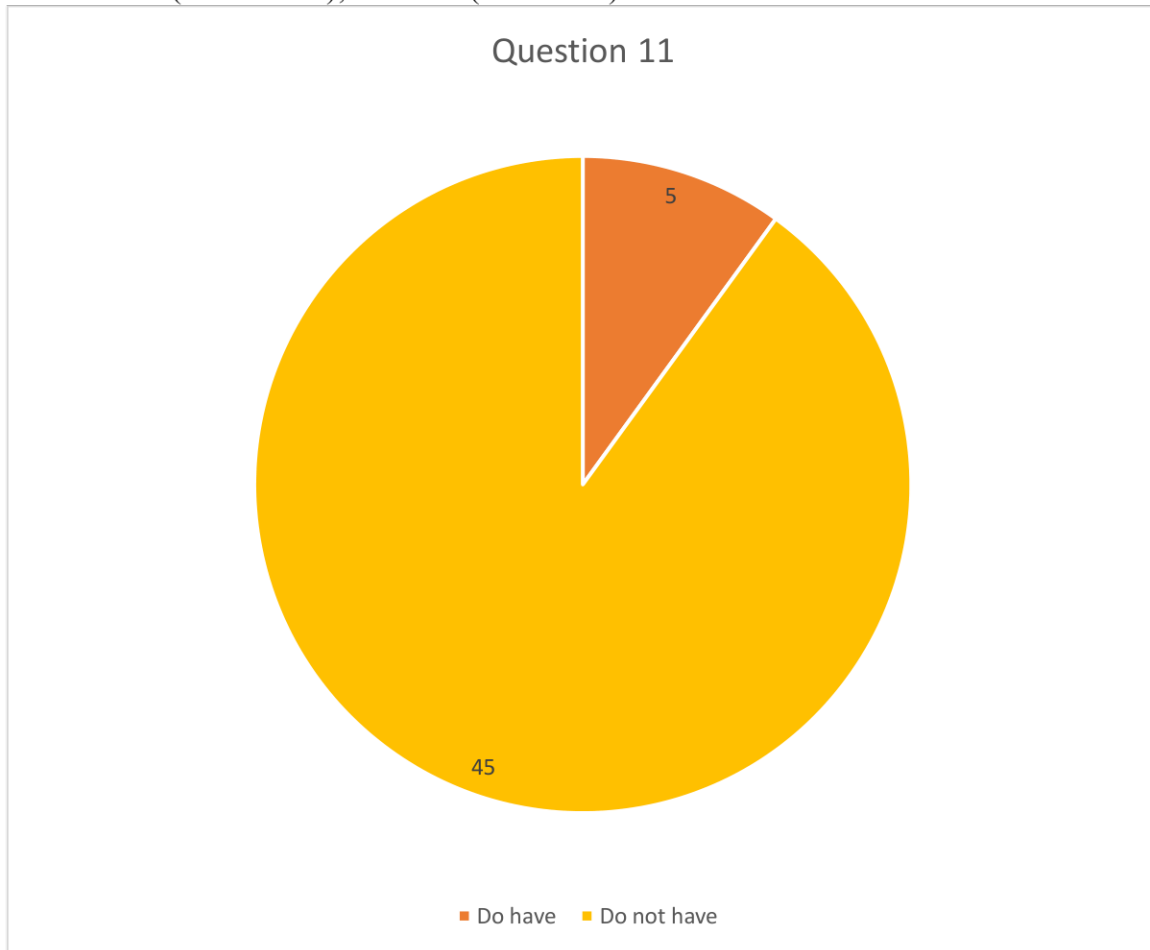


From the results of the research appears the following outcome:

Language gives the opportunity for the students to go abroad and work hard to make their living. They want a brighter future for themselves and their families. Students are motivated to study English language to be successful translators entrepreneurs and other jobs to fulfill. The most common feature of the jobs mentioned before is that all of them require some level of language proficiency.

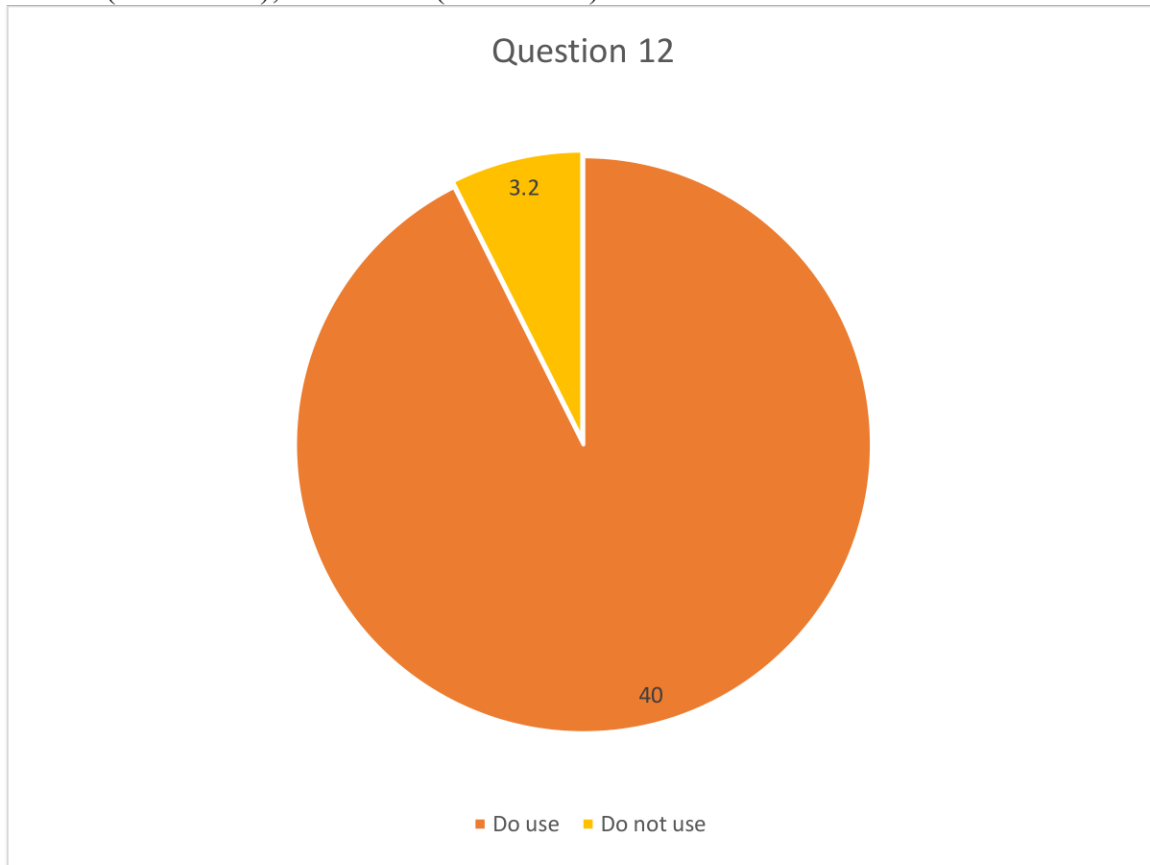
Learning English is also important for those, who want to visit places in unknown surroundings.

Question 11: Do you have any support from your parents? If yes, what?
Do not have (45 students); Do have (5 students).



As the research shows, most of the students do not have any support from their parents. However, the most relatives take part in the student's education if there is an opportunity. Parents simply do not have time to help their children in learning a language. Pupils tend to learn everything by themselves in cases when there is no one to help with the material. Although, when the task gets too difficult, they must search for help, especially if there are plenty of homework to deal with.

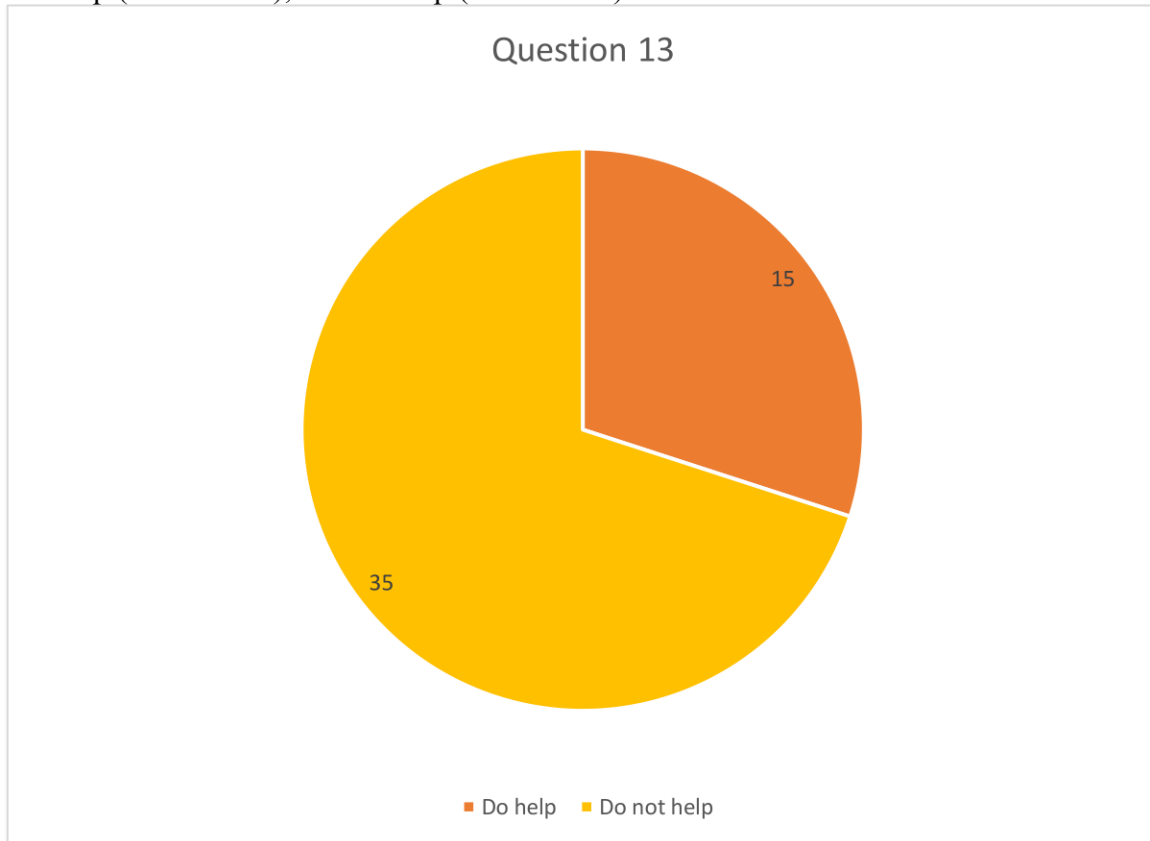
Question 12: Do you use TV or radio to become a successful English language learner?
Do use (40 students); Do not use (10 students).



The studies have shown the students usually watch films on TV with original (English) synchronization. They also listen to English music on the radio, watch videos on the internet, memorizing the English words, phrases and sentences. Eventually they become more effective in the lessons, understanding better what the teacher says. Those, who do not use either of these tools rely only on their own knowledge, gained during the English lessons in school.

Question 13: Do students help each other in order to achieve success in language learning? If yes, how? If no, why?

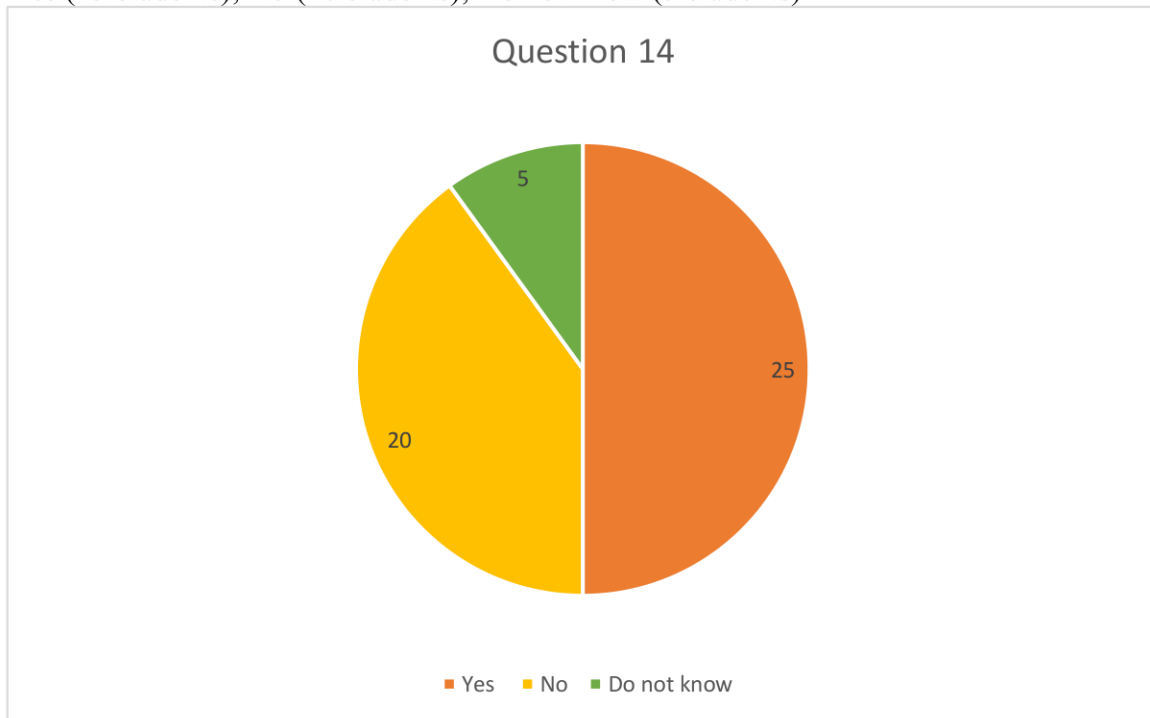
Do help (15 students); Do not help (35 students)



The majority of the students do not help each other. It appears, they do not want for the other's to know what they do. A lot of students see the class as an opposing factor. Children are well known for their competitiveness. From the pedagogical point of view, the teacher can help organize the students the way they are most effective, taking into consideration their individuality. Some pupils are helpful to each other, some- not so much. Even if they do help each other, it is not for granted. It was found out that learners do help each other, while dealing with homework. In spite of the eagerness of the students to help each other, it is worth considering that help is not always needed. It is because help can turn out to be in harm's way.

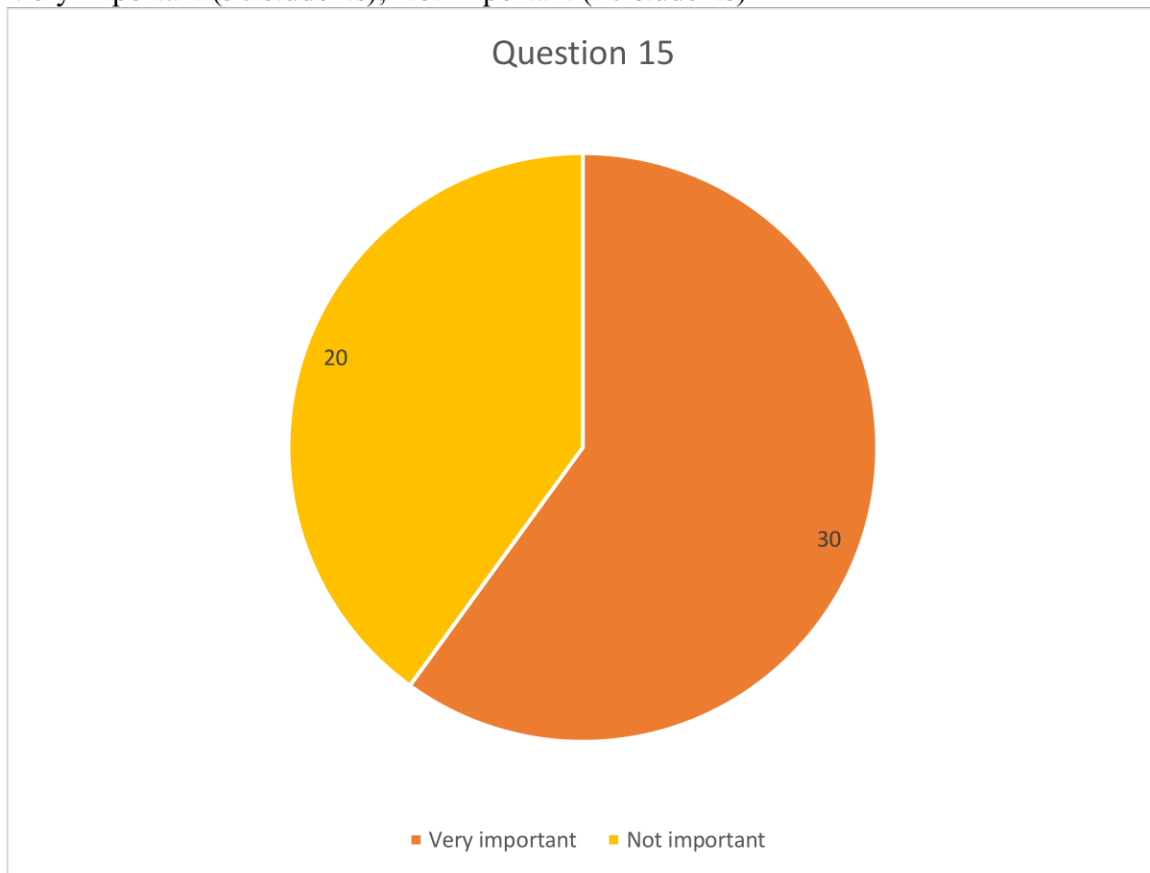
Question 14: Is it important to learn a language as soon as possible in order to have a positive outcome?

Yes (25 students); No (20 students); Do not know (5 students)



In the opinion of the students, it is better to start learning from an early age. Acquiring a language means to fully understand it. Due to the fact that each and every student is individual in nature, it can be assumed, that the time, needed for reaching the maximum potential in language learning varies from one learner to another. Students should learn language from the beginning of school, so that later, when they mature, it will be much easier to understand in later life. Some learners can learn at a fast rate, while some cannot even reach the end of the studies. Learning language is not age-dependent. Students believe, progress is present, when the learner starts his studies from adolescence.

Question 15: How important is the external help for successful language learning?
Very important (30 students); Not important (20 students)

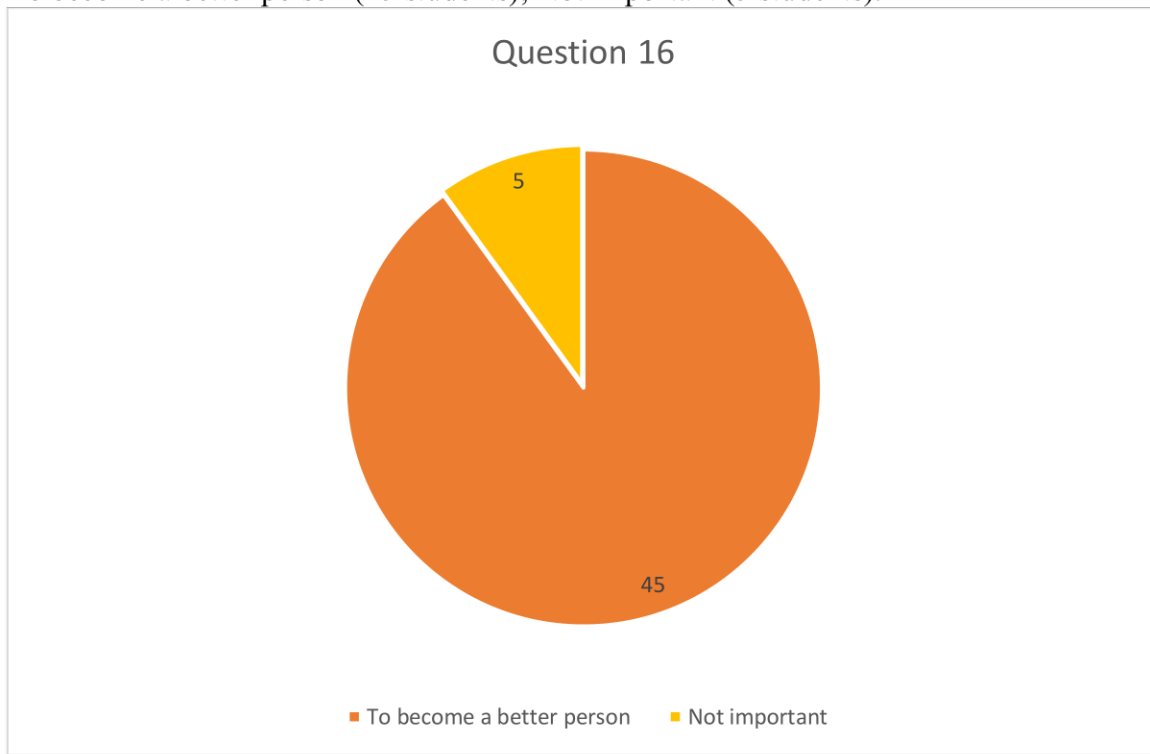


From the research the following can be said: according to the students, the teacher is their greatest aid and the method he or she uses. The pupils look up to the teacher and she sets an example for them. The appropriate methods help a lot with language learning. The class of the students is their surroundings. It is usually equipped with a computer, projector, books. But the best aid is the teacher. The learners want to learn from the best. The more experienced the teacher is, the better she can provide the students with information related to the target language. The teacher must be the leader of the class the students look up to.

Data from the research shows a great passion for studying. About 60 % of the students would prefer help from both relatives and teachers and a smaller percentage (40%) believes help is not that important.

Summarizing the information given by the learners, external help in language learning is more important, than the absence of it.

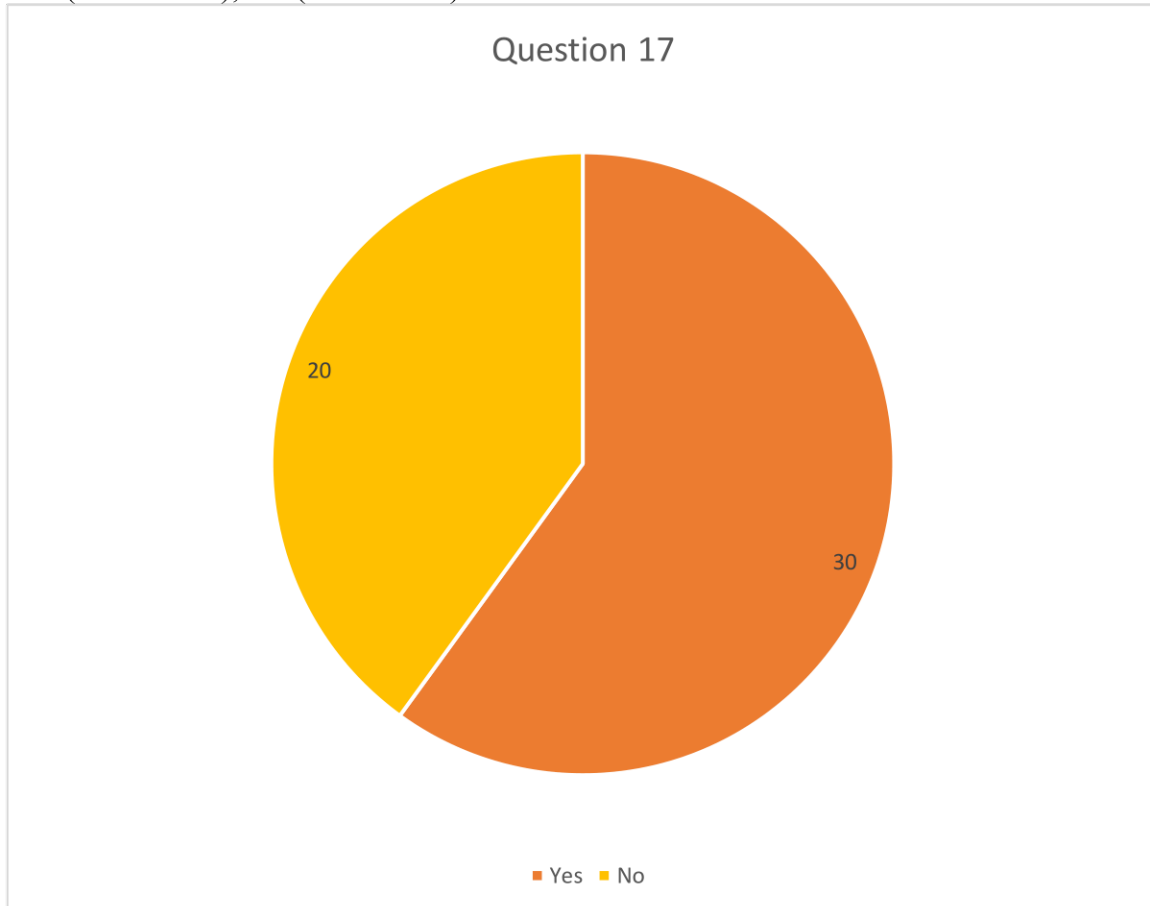
Question 16: Why is it important to learn a foreign language in your opinion?
To become a better person (45 students); Not important (5 students).



According to the data, gathered from the students, the more languages is spoken, the more people can be met. Most of the learners think, that English language gives them the chance of becoming something bigger, better. Although, not everyone shares this opinion. Some say it is not important at all. However, language is needed everywhere, in every sphere of our life. It is no accident English stands in the first place among all the world languages. It is so commonly used, that not knowing the language can get someone into a difficult situation.

Statistics shows that both boys and girls are equally motivated, but only a small part of them sees perspective in language learning. Through time, it was proved that all of the students wish to do the best being motivated by reaching a better result and competing with others for the right to be the best in what they want to be.

Question 17: Is it important for you to learn English for the future? Why?
Yes (30 students); No (20 students).

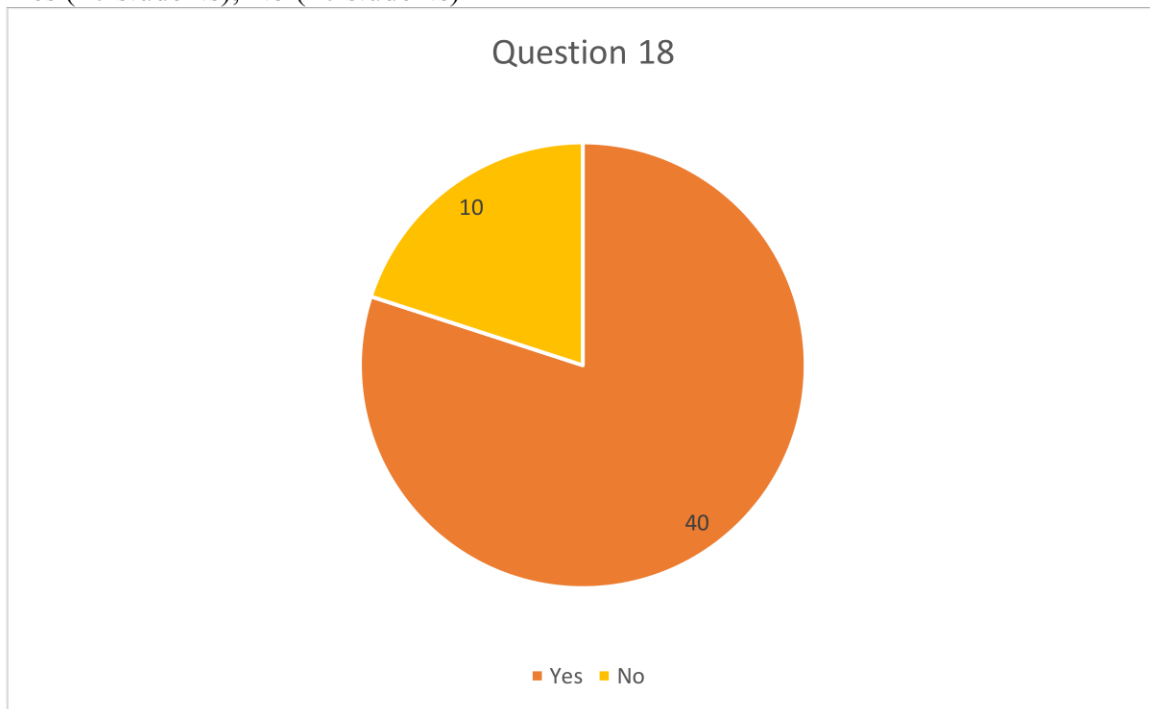


The study states that learning English language for the future is very important from the point of view of jobs. More and more students want to be a translator or a kind of job related to language. That is why they take every chance of learning English intensively. The students communicate with each other to enhance their level of proficiency. It is a great advantage from the point of view of correction. If a student correct the other one, the acquisition process will become even faster.

Due to the statistics, the children are aimed at learning English. The results show, pupils are keen on linguistic studies for their better future. 60% of them are convinced to have great potential in language learning, and 40% do not want to focus on that way of development.

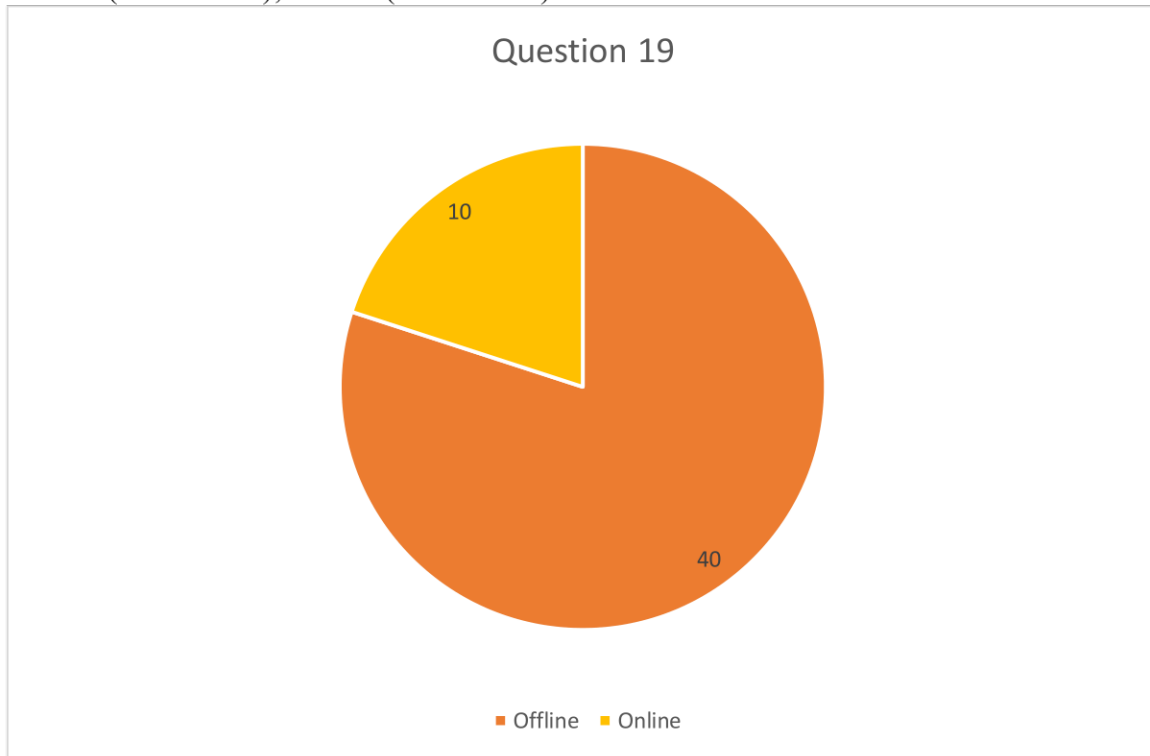
In conclusion, the results are not obvious. Some part of the participants think they are good enough to study English for future needs, while the other part (40%) thinks otherwise.

Question 18: Is there a need for extra lessons? How many per week?
Yes (40 students); No (10 students)



For the sake of the better results the majority of the students take extra lessons. Due to the teachers' inability to involve everyone in the lesson, students need to take extra ones. Even those of capable learners are in need of extra lessons sometimes. At least two lessons per week are needed for the education to be effective. Because of the lessons' time limit the teacher cannot speak about everything during a class. This is why extra lessons are important and useful. Students, who are not interested in language learning will not be able to reach the goal set for them. Therefore, extra lessons in English are not always that helpful to those, who are good at other sciences.

Question 19: Is online studying enough or there is a need in offline studies?
Offline (40 students); Online (10 students)



In accord with the research, offline/ personal studies are proved to be better. The students have an opportunity to observe the teacher, her moves and speech clearly, thus pupils are able to better assimilate the material.

Online studies, on the other hand, seems to be a more convenient way of language learning. Nevertheless, there is a big chance of misunderstanding and other barriers. Besides the lack of communication can greatly affect their mental health as well as the motivation, which weakens in the period of online studies.

Online teaching is way worse compared to offline or personal one, because there are too many obstacles that come in the way of both the learner and the teacher. Hence, it is one of the worst outcomes that can ever happen to a student.

CONCLUSION

This thesis comprises the means to learn English as a foreign language. The main idea of the document is to show different approaches and solutions to the problems that may occur during the process of foreign language learning. The study itself consists of three parts.

The first one is a general overview of teaching English as a foreign language. A thorough investigation throughout the approaches of different linguists is given as an example of possible solutions if any misunderstanding to appear. Moreover, language is described as a concept, which consists of many complex areas to investigate. Nonetheless, there are much more to talk about, such as motivation as the key to becoming a successful English language learner.

The second part deals with different strategies of language learning as well as with the notion of the successful and unsuccessful English language learner. Furthermore, the concept of self-efficacy is introduced in this chapter as an example for what an English language learner truly capable of. The problem of self-efficacy is described in greater details along with the problem of autonomy, competence, relatedness and intersubjectivity.

Last but not least, the third part, which allows us to take a deeper look into the research, based on the students' willingness and motivation towards foreign language learning. It appears, both the learners and the teacher can greatly enhance the teaching process by knowing each other students well. The pedagogical implication of the study is to show that although there is a lot of work to do on both sides (the teacher and the learner), a particular balance is to be made between the students' cognitive abilities and the requirement of the curriculum. The results of the research revealed that not everything is possible during a lesson due to the lack of time and motivation, but still, students are capable of reaching their potential if given a goal or a feeling that leads them to succeed in English language learning. However, as the results have shown, there are many factors to consider when investigating the successful English language learner such as the learners' primary goal for learning a language, his background etc.

In conclusion, I would like to mention that this document is a brief overview of the ways of becoming a successful English language learner. This study clearly shows the difference between theory and practice when referring to language pedagogy in general. Despite the fact that both language teaching and learning can be a fascinating process, there are many pros and cons to take into account. The only thing that makes us study harder is the thought, that some day we will become something more, something better, than we are now.

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РЕЗЮМЕ

Ця кваліфікаційна робота містить у собі засоби вивчення англійської мови як іноземної. Основна ідея документа- показати різні підходи та шляхи вирішення проблем, які можуть виникнути у процесі вивчення іноземної мови. Саме дослідження складається з трьох частин.

Перша частина- це загальний огляд викладання англійської мови як іноземної. Ретельне дослідження підходів різних лінгвістів наведено як приклад можливих рішень у разі виникнення непорозумінь. Більше того, мова описується як поняття, яке складається з багатьох складних областей для дослідження. Тим не менш, є багато тем, про які варто поговорити. Наприклад, мотивація як ключ до успішного вивчення англійської мови.

Друга частина присвячена різним стратегіям вивчення мови, а також поняттю успішності та неуспішності на шляху до вивчення англійської мови. Крім того, концепція самоефективності вводиться в цьому розділі як приклад того, на що справді здатний той, хто вивчає англійську мову. Проблема самоефективності описана більш детально разом із проблемою автономії, компетентності, спорідненості та інтерсуб'єктивності.

Щодо третьої частини, то можна сказати, що вона дозволяє більш глибоко досягнути дослідження, яке базується на бажанні та мотивації студентів до вивчення іноземної мови. Виявляється, як учні, так і вчитель можуть значно покращити навчальний процес, знаючи що їм обом потрібно.

Педагогічний підтекст дослідження полягає в тому, щоб показати, що, хоча з обох сторін (вчителя і учня) потрібно виконати багато роботи, необхідно дотримати особливий баланс між когнітивними здібностями учнів і вимогами навчальної програми. Результати дослідження показали, що не все можливо на уроці через брак часу та мотивації, але все-таки учні здатні розкрити свій потенціал, якщо поставити собі ціль або відчуття, які ведуть до успіху у вивченні англійської мови. Однак, як показали результати, існує багато факторів, які слід враховувати під час дослідження успішного студента, який вивчає англійську мову, наприклад, основна мета учнів щодо вивчення мови, його досвід тощо. Також хочу зазначити, що цей документ являє собою короткий огляд шляхів успішного вивчення англійської мови. Це дослідження чітко показує різницю між теорією та практикою, коли йдеться про мовну педагогіку загалом. Незважаючи на те, що і викладання, і вивчення мови можуть бути захоплюючим процесом, є багато плюсів і мінусів, які слід враховувати. Єдине, що змушує нас вчитися важче – це думка, що колись ми станемо чимось більшим, кращим, ніж є зараз.

З точки зору педагогіки, існує також теорія щодо швидкості засвоєння інформації. Як показав власний досвід, дівчата зазвичай більш наполегливі у досягненні мети, ніж хлопці. Натомість, хлопці бувають більш лінившими коли йдеться про навчання. Це варто брати до уваги кожному вчителю. Хоча, в старших класах лінгвістика пропадає у більшості випадків та утворюється баланс. Саме це і допомагає учням зосередитись на поставленій задачі-вивченні іноземної мови.

APPENDIX 1
Student questionnaire
(English version)

1. Is the internet a useful tool for language learning. If yes, how?
2. Do you consider yourself a successful language learner? Why yes/no?
3. Is there a need for vocabulary to become a successful English language learner?
4. Do you use a vocabulary?
5. How much time do you spend on homework? Do you have any external help?
6. What are the most difficult and the easiest tasks for you personally?
7. Does the teacher motivate you?
8. What makes you effective during the lessons?
9. Why do you like English?
10. What motivates you to learn English?
11. Do you have any support from your parents? If yes, what?
12. Do you use TV or radio to become a successful English language learner?
13. Do students help each other in order to achieve success in language learning? If yes, how? If no, why?
14. Is it important to learn a language as soon as possible in order to have a positive outcome?
15. How important is the external help for successful language learning?
16. Why is it important to learn a foreign language in your opinion?
17. Is it important for you to learn English for the future? Why?
18. Is there a need for extra lessons? How many per week?
19. Is online studying enough or there is a need in offline studies?

NYILATKOZAT

Alulírott, Szvájvácsik Péter 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.

Beregszász, 2022. június 1.

Szvájvácsik Péter