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КОПАС РОЗАЛІЯ АДАЛЬБЕРТІВНА

Студентка 4-го курсу

Освітня програма 014 Середня освіта. Англійська мова і література
Ступінь вищої освіти: бакалавр

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                                                                      доктор філософії

Завідувач кафедри: **Берегсасі Аніко Ференцівна, професор**
                                                                      д-р габілітований, доцент

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Копас Розалія Адальбертівна

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доктор філософії

Рецензент: **Густі Ілона Іштванівна**
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FEATURES OF SUCCESSFUL LANGUAGE LEARNERS

Bachelor's Thesis

Presented by: Rozália Kopasz

a 4th year student

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014 Secondary education. English language and literature

Thesis supervisor: Ilona Lechner
PhD
Associate Professor

Second reader: Ilona Huszti
PhD
Associate Professor

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ЗМІСТ

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INTRODUCTION

The experience of success is an undoubtedly important part of learning a foreign language. However, learning a language, no matter how good one's linguistic aptitude, is not an easy task. Language learners can often encounter difficulties and challenges, and unfortunately the initial motivation to learn a language can often be lost. In order to be a successful language learner, one has to take into account many things, such as learning habits and the various external and internal factors that can affect the success of language learning.

In recent years, the way in which learners learn languages has changed dramatically. While students used to learn a foreign language from books and dictionaries, today's advanced technologies have led to the use of videos, films, games and music.

There are many external and internal factors that can influence our language learning, such as family, friends, media, internet, self-confidence, language perception, motivation, laziness etc. All of these factors can have a positive or negative impact on language learning. But in any case, learning a foreign language can open up so many new doors, with countless benefits. But how do we achieve success in language learning? How not to waste our time? What are the ways to acquire a foreign language more easily and quickly? Hopefully, the readers can find answers to these questions in this thesis.

The *importance* of the topic lies in the fact that this thesis presents different methods/strategies for successful language learning, so it can serve as a guide for many teachers and learners. Readers can also learn about the characteristics of a good language learner from the reference literature. Furthermore, the research can serve as a basis for a similar research, in which the opposite of this topic can be developed, or perhaps to continue this topic in a different light, or even to do a larger/broader research on this topic.

Many researchers have worked on this topic before, such as Rubin and Thompson, who described 14 strategies that can help one to become a better language learner. Then there is also Hymes, who has summarised the characteristics of a good learner.

The *object matter* of this thesis is the successful language learner, its characteristics.

The *subject matter* of the thesis is to reveal the different features of the successful language learner.

This thesis *aims* at exploring the topic of successful language learning. What makes someone successful in language learning? What are the factors that influence language learning? Furthermore, to extend research carried out on successful language learning by focusing on transcarpathian students' conceptions of successful language learning, their ideas of how LL would be more effective in transcarpathian schools. Also, another important purpose is to uncover

transcarpathian students thinking about English language learning, their LL strategies, methods, experiences with LL, results that they have achieved, their knowledge, their emotions connected to the English language and its learning. In other words, this study is intended to be a very broad, extensive research, which can be seen from the fact that 97 participants filled in the questionnaire across Transcarpathia.

The first part of the thesis tries to explore, as mentioned above, what success in language learning is. What the role of the student and what the role of the teacher is in this process. What can be read about this topic in the academic literature. Furthermore, the characteristics of a good language learner will be presented from the perspective of renowned researchers.

In the second part, external and internal characteristics will be presented as influencing factors in language learning, such as age, gender, culture, aptitude, motivation, opportunities etc., in preparation for the third part, where a questionnaire survey will be used to explore these factors and the characteristics of successful language learners. The questionnaire covers important factors such as: the purpose of the participants language learning, their progress in learning English, their language learning methods/strategies, the role of the teacher in their language learning, what they would change in their lessons, whether they are satisfied with their current language skills, etc. The questions that the research focused on were, first of all: the participants' previous experience/relationship with English, why they have been learning English, for how many years, how many lessons per week, what their goals are with English, what results they have already achieved with English. The questionnaire focused on the students' learning methods, what tools they use to learn a foreign language, what their learning strategies are. This is where the first hypothesis comes in: if a student has language learning strategies/methods, can that student be said to be a successful language learner? Otherwise, why would a learner have strategies if not to develop habits that will help him or her to become a better learner and to master the subject more easily. Of course, this question can be thought of further along the lines of whether a less successful learner has no language learning strategies at all, or just does not implement them well? Does he or she not have an established system of learning, or does he or she not have the internal and external factors to be successful in language learning? The question is of course much more complex than this, so let's move on to the next hypothesis, which is based on the external and internal factors mentioned above. The hypothesis would be that among the internal factors that can be: self-confidence, aptitude, diligence/perseverance, positive attitude, determination, laziness, and compulsion; diligence and aptitude are equally important factors for achieving success.

And among the external factors, that can be: family, friends, early start in language learning, influence of teachers, TV/media/radio, English books; starting language learning early is the most significant that influences LL.

The research also asked about the role of the teacher in successful language learning, what students would change in the transcarpathian foreign language teaching, and how satisfied they are with the knowledge they have acquired so far, and whether they consider themselves successful in LL.

In this investigation an *empirical research method* was used, the data was garthered through a questionnaire. The questionnaire contains 23 questions in total, of which 5 are personal questions and 18 are language learning questions. The questionnaire includes multiple-choice questions, checkboxes, likert-scale questions etc.

The *practical value* of the study consists in gathering information about successful language learning, LL strategies/methods, and providing information about transcarpathian students thinking about FLL.

The thesis is made up of an introduction, 3 parts, conclusions, resume, references, and appendices.

PART I. – FEATURES OF SUCCESSFUL LANGUAGE LEARNERS

The first part of the thesis tries to explore, as mentioned above, what success in language learning is. It gives a general description about the successful language learner. However, it presents the role of the student and the role of the teacher. Also, it shows us that what can be read about this in the academic literature.

1.1 What is success in language learning?

It is common knowledge that everyone learns their first language with some success because everyone is born with the ability to learn a language and then grows up in a community where he must function to some extent through language, the rules of which are taught to him in the normal course of the day. Yet, it is equally common knowledge that some people are more successful (however this is defined) than others at learning a second language.' This differential success is often explained by saying that "X has more language learning ability than Y." Yet, if everyone can learn their first language simply and successfully (albeit some have better verbal abilities than others), why does this intrinsic capacity seem to decline for some when it comes to learning a second language? Although proficiency in a second or foreign language is one of the most important talents that many individuals aim to acquire through formal education, initiatives to help pupils gain this skill have a famously low success rate.2 More positively, we can observe that this ability does not decline for all students studying a second language. We have all heard of students that learn a second language regardless of their teacher, textbook, or classroom environment. (Carroll, 1960).

Several other studies have attempted to describe the attributes that lead to excellent language acquisition, and the belief is that good language learners are self-reliant, willing to work independently and take care of creating elements of their learning, are driven and passionate about acquiring a foreign language.

1.1 Students' role in successful LL.

The main role of the students is to work toward their potential during language learning. But how to do that to achieve success?

The vast majority of kids who study a foreign or second language in school do so merely because it is part of the curriculum. Every learner has the potential to be a successful learner. Students, parents, teachers, and the community all share responsibility for language development.

Gardner (2001) suggested that when students initially enter a language school, the end goal of being able to communicate is what motivates them to study. Furthermore, he noted that unlike some of the other disciplines, learners have obligations like learning cultural understanding, language content and abilities, and reaching spoken fluency that can and will be used outside the classroom. During the early stages of language acquisition, learners are generally not aware of these components of language learning that await them. Gardner (2001) also indicates that the initial enthusiasm and willingness to learn may decrease with time due to a variety of circumstances, including the way lessons are conducted or the age of the students, who may be past the critical period of language learning. Dam states that learners' active participation in and responsibility for their own learning process are essential in the field of foreign language learning. According to him learners should "act independently and in cooperation with others, as a socially responsible person" (Dam, 1995). As a result, it is critical that students to become aware of this component of language acquisition early on in their learning process.

1.2 Teachers' role in successful LL.

In a language class, the teacher's primary responsibility is to provide conditions and activities that allow students to practice their language in a meaningful setting. The development of a good attitude toward studying English as a foreign language in pupils is one of the most important tasks of the instructor. In a foreign-language classroom, the teacher serves as a facilitator, resource person, and language model. When planning units, the instructor should anticipate the students' requirements and have communicative language exercises on hand to address those needs. The exercises should be planned in such a way that the pupils have a high chance of succeeding. Teachers will have more success if activities are structured around the students' interests and include areas about which they have some understanding.

Kornblum and Garshick suggest that in English foreign language classroom the teacher's role is seen first as the evaluator who is responsible for evaluating how well the students are ipmroving by helping them to find where their strengths and weaknesses may lie.

According to Dewaele, foreign language teachers are responsible for handling the emotive sense of the classroom. Other roles of the teacher include creating a positive learning environment in language sessions, forming social bonds with students, and, ideally, teaching with joy and confidence. (2018)

Teachers, according to Byrne (1986, p. 3), are motivators due to the fact that they bring the materials to the class. Students' motivation, he believes, is a reaction to the innate interest in the materials, rather than an attitude that students bring to class. Furthermore, he describes three basic

teacher roles, namely „presentation", when the teacher introduces new material, „practice" when the teacher allows students to work under his/her supevision, and „production" when the teacher lets students work on thei

In addition, the teacher plays an important role in establishing a positive and supportive learning environment in the classroom. Students who feel comfortable and secure are far more likely to engage in language practice. Risk-taking and experimentation are encouraged in a healthy school environment. The teacher acts as a role model for the students in terms of language. One of the main roles of the teacher, in addition to being the person with whom the students speak most frequently, is to discover or invent ways to enable students to engage meaningfully with one another. Rather than constantly leading and supervising all activities, instructors should try to create circumstances for meaningful practice and then function as a resource.

1.3 Characteristics of a good language learner

According to Hymes:

1. The good language learner is a willing and accurate guesser. It seems that the good language learner is both comfortable with uncertainty (indeed he may enjoy it) and willing to try out his guesses. A good guesser is one who efficiently stores information. The good guesser uses all the clues that the setting offers him and thus is able to narrow down what the meaning and intent of the communication might be. In this way, he's bringing over something that we all do in our first language conversations into his second language contacts. We never comprehend all that the speaker intended and we are always using whatever clues the environment, and the discourse may give us. Guessing is based on what we know about the social relationship between the speakers, the setting, the event, the mood, the channel, and all of the other parameters that Hymes has isolated for us in the ethnography of communication (Hymes, 1972). It is based on what we know about the rules of speaking (Cf. Paulston, 1974, for some examples of the importance of knowing these). It is based on factual probability (Twaddell, 1973). It is also but not exclusively based on what we know about grammar and lexicon.

The good guesser uses his feel for grammatical structures, clues from the lexical items he recognizes, clues from redundancy in the message. He uses non-verbal clues, word-association clues, outside knowledge (his general knowledge of society, of similarities to his native language). He makes inferences as to the purpose, intent, point of view of a message or communication. The ability to guess seems to relate to one's first language as much as to one's second. Mueller (1971, p. 153) calls our attention to the fact that people may vary in their ability to comprehend what they hear or read in their native language. The fast reader and the good listener can understand while

paying attention to a minimum of cues. He can overlook unknown words, or can read even though focussing only on content words. Such a person guesses, or makes inferences about, the meaning of words or sentence structure. A wrong guess does not disturb him, but is quickly corrected from the subsequent context. Carton (1966), who directed an important initial study on the role of inferencing in language learning, concurs: "Individual learners vary according to their propensity of making inferences, tolerance of risk and ability to make valid, rational and reasonable inferences." (Carton, 1966, p. 18). Carton also suggests that there are three steps to guessing: (1) scanning, confirmation, and testing for adequacy, (2) assessment of probability that the inference is correct, and (3) re-adjustment to later information. The ability to guess changes as one gets older; adults seem to stratify their guessing from the more general to the specific, gathering the most information from each question. In two separate articles, Bruner and Mackworth (1970) and Mosher and Horsby (1966) have shown that adults use different strategies in guessing than do children and that they are more efficient guessers. The importance of guessing and inferring has been recognized for a long time in second language learning (see for example, Twaddell 1967 and 1973) yet the details of how this is to be taught are not at all clearly worked out. Twaddell does make some fine suggestions about guessing in his more recent 1973 article. Some texts assume that guessing will take place, yet none train students directly to do so.

2. The good language learner has a strong drive to communicate, or to learn from a communication. He is willing to do many things to get his message across. He may use a circumlocution, saying "the object on top of your head" when he does not know the word for hat. He may paraphrase in order to explain the different meaning of a phrase (for example, one student explained that the term "snack bar" had a different meaning in Japan than it does in the United States). He will use gestures to get his message across or spell a word when his pronunciation is not clear. He will use a cognate, from any language he knows, to try to express his meaning. He may not limit himself to a particular sentence construction but will use those constructions he does have to the fullest. For example, he may use "going to go" if he does not know the future in English, the important point being to get the message across (Richards, 1971). He may try to form new words by nominalizing a verb or verbalizing a noun and then checking the response. Having this strong motivation to communicate, the good learner will use whatever knowledge he has to get his message across. This strategy has an important by-product in that if he is successful in communicating, his motivation to participate and acquire the necessary tools to do so will be enhanced.

3. The good language learner is often not inhibited. He is willing to appear foolish if reasonable communication results. He is willing to make mistakes in order to learn and to communicate. He is willing to live with a certain amount of vagueness.

4. In addition to focusing on communication, the good language learner is prepared to attend to form. The good language learner is constantly looking for patterns in the language.6 He attends to the form in a particular way, constantly analyzing, categorizing, synthesizing. He is constantly trying to find schemes for classifying information. He is trying to distinguish relevant from irrelevant clues. He is looking for the interaction or relation of elements (using as a basis for this analysis information from his own language or others that he has learned). Naturally, the more experience a learner has with doing this sort of exercise the more successful he will be. It has often been observed that a person learns his second or third foreign language more easily than his first just because he has had practice in attending to the important formal features of a language.

5. The good language learner practices. He may practice pronouncing words or making up sentences. He will seek out opportunities to use the language by looking for native speakers, going to the movies or to cultural events. He initiates conversations with the teacher or his fellow students in the target language. He is willing to repeat. He will usually take advantage of every opportunity to speak in class; indeed, in any one class certain students seem to stand out and are called on more frequently.

6. The good language learner monitors his own and the speech of others. That is, he is constantly attending to how well his speech is being received and whether his performance meets the standards he has learned. Part of his monitoring is a function of his active participation in the learning process. He is always processing information whether or not he is called on to perform. He can learn from his own mistakes.

7. The good language learner attends to meaning. He knows that in order to understand the message, it is not sufficient to pay attention to the grammar of the language or to the surface form of speech. He attends to the context of the speech act, he attends to the relationship of the participants, he attends to the rules of speaking, he attends to the mood of the speech act. In learning one's first language, some scholars have suggested that meaning comprehension is prior to structure acquisition. Macnamara (1972) argues that an infant doesn't start to learn his first language until he can understand what is said without hearing the utterance. In the case of the second language learner, the learner already has a known structure and a lexicon which can be used to sort out some of the message. Thus, context is less prominent, although still very important for the second language learner. He sees language as serving many functions, and he looks for ways to convey these functions. He knows that in any social interaction, there is room for the interpretation of the speaker's intention. He knows that many cues to the message are to be found in observing the nature of the interaction. There are a whole host of social dimensions which the good language learner uses to help in his understanding of the message and to enable him to frame an appropriate response. The good language learner may try to isolate those features which give

him maximum intelligibility. He may develop a feeling for those phonological cues which best enhance intelligibility. In English, this might mean that he emphasizes accurate production of intonation patterns over that of individual sounds because of the intimate relationship of these patterns with syntax. In English, some mispronunciation of individual sounds will be tolerated if intonation patterns are accurate. There are lots of other things which the good language learner does that need exploring. Some other hints are in the literature for memorization techniques. Carroll (1966) suggests that "The more meaningful the material to be learned, the greater the facility in learning and retention" (p. 104). It might be expected that the good language learner finds ways to make the things he must memorize more meaningful. Carroll (1966) also suggests that: "The more numerous kinds of association that are made to an item, the better are learning and retention" (p. 104). Again we need to observe what the good language learner does to enhance associations.

Harmer (2001) also summarized some characteristics of a successful learner in the following points:

• Have the willingness to listen: a good learner is an active listener; loves what he is learning and cares about everything happen in the classroom. Not only for the sake of paying attention, but also for the sake of listening to the language that is being spoken in order to obtain as much as he can from vocabulary to grasp it with intelligence.

• Are courageous to ask questions: good students are those who always come up with questions beyond what they have learned from the course and they are not afraid to do so. However, this kind of students can irritate their teacher by asking him irrelevant or difficult questions. Also, the desire to investigate things is one of good learners' instruments. They find their own way, take charge of learning.

• Have the desire to experiment: good pupils have the willingness to practice the language loudly or quietly, inside and outside the classroom. This is an important advise that helps learners to be always prepared to take risks, to apply things in order to know their functions and to develop some tricks that help to keep conversations going on, Harmer (2001) stated that:″ many good learners are not afraid to „have a go″.

• Have the willingness to think about how to learn: good learner is a self-reliant and self–made person. He is creative, has specific style and strategy, he study on his own; make intelligent guesses. Harmer (2001) wrote down that: ″good learners wants to do everything in a good manner, for example, he always thinks about the best way to read a text and thinks about the best way to write a paragraph″.

• Have the acceptance to others corrections: intelligent learners accept to be corrected when they make mistakes. They consider the teacher as a source of information that gives them feedback

and they act according to his instructions. When giving feedback, he showed respects to his students when they perform correctly, and encourages them to achieve better when there are mistakes. Also, he should be able to criticize his students in a helpful way rather than blaming them for being wrong to make them responsible for their self-evaluation and their confidence.

• Positive task orientation: the learner is eager to undertake tasks and problems and is confident in his ability to succeed.

• Ego involvement: the learner considers his achievement in learning the target language to be crucial in maintaining and promoting his own self-image.

• Need for accomplishment: The learner sees achievement as a must. He overcomes problems and barriers to get the desired result.

• High aspirations: the learner is enthusiastic; he strives for difficult tasks, high competence, top grades, and so on, in short, success.

• Goal-oriented: the learner is fully aware of the learning objectives and strives to achieve them.

• Perseverance: When a person devotes time and effort in learning, failure or lack of progress do not discourage him or her.

• Tolerance for ambiguity: The student is not lost in perplexing circumstances; he is patient and certain that clarity and comprehension will arrive later.

• Tolerance for criticism and correction: the student utilizes input from the instructor effectively, listens to his remarks, and accepts being corrected.

• Communication focus: he is continually looking for patterns in the target language and is aware of the message he wants to convey. He recognizes the importance of going out and seeking chances for genuine people.

• Emphasis on practice: the student strives for fluency. The desire for communication drives him to push for results rather than just competence. He listens in on his own and other people's conversations.

Language learning success is determined by the student themself. A sense of autonomy should be there, along with genuine interest and drive in the topic. The teacher's role is critical in inspiring students to reach greater levels of success. Furthermore, the teacher's awareness might contribute to their success in the learning process.

PART II – INFLUENCING FACTORS IN SUCCESSFUL LANGUAGE LEARNING

People have been learning foreign languages for many years, some students learn a new language more quickly and easily than others. Clearly, some language learners are successful by inverting all their time, determination, hard work and persistence into language learning. However, even though practice and hard work are mostly welcome, there are other crucial factors influencing success. Among the factors are age, culture, amount of exposure, native language effects, motivation and problem of anxiety (Çanakkale, 2012). The mentioned factors affect not only the language learning process but the strategies used during language teaching. According to Oxford (Oxford,R. 1990) teachers have to be aware of many factors such as age, gender, nationality, cognitive style, attitudes, motivation, aptitude, personal abilities and aim of language learning in order to choose a proper language learning strategy. The aim of this session is to present these factors and their contribution to success or failure in foreign language acquisition:

2.1 Age

Another important internal component that determines language acquisition is age. Researchers are looking for evidence and support on how youngsters learn languages. It was discovered that children acquire language in different ways depending on their critical period. 'The Crtalici Period Hypothesis (CPH) is a restricted developmental period during which it is feasible to acquire a language to normal, native-like levels,' according to Birdsong (1999). Many academics in the field of second language acquisition and learning agree on this. Because there are certain distinctions between child and adult language acquisition, Ioup (2006) contends that the crucial period can only be applied to child learners. When compared to adult learners, young students are more likely to have various learning styles.

Learners' ages are significant when it comes to learning or teaching a foreign language. It was Harmer who said that "the age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences and cognitive skills" (Harmer 2003, p.81). Lenneberg one of the first researchers who observed foreign language acquisition, assumed that there is a critical period, (Lennebergs 1967) a biologically determined period of life when language can be acquired more easily. Beyond this time a language is more difficult to acquire. He says, bilingual language acquisition can only happen during the critical period which means age 2 to puberty. The question of which age is better for learning foreign language is still being discussed. King and Mackey (King, K., & Mackey, A., 2007) states that if

language learning process starts in childhood, learners have more chance to acquire a given foreign language better and much easier than other types of learners. Harmer (Harmer, 2003) has expressed similar views that those who start learning foreign languages early are more likely to have aptitude with the target language, especially with pronunciation. These declarations confirm the wide-spread belief which says that if a learner does not start studying a foreign language up to adulthood, he or she will never be able to speak the target language as a native speaker. This is because one's vocal organs have lost their elasticity and have been adapted to his mother tongue. It is, therefore, not easy for him/her to speak the foreign language without an accent. However, age is an important but not an overriding factor.

2.2 Gender

In language learning, the gender factor is inevitable. It has been a subject to debate for many years. In addition that, many researchers have expressed a view that females are better than males at foreign language learning. King and Mackey (King, Mackey, 2007) claim that girls could comprehend the language better than boys, and girls could use the language earlier than boys. They explain this state with the fact that girls grow up more quickly in general. Similarly, Schehadeh (Scehadeh A., 1999) has expressed a similar view that girls could comprehend conversations more than boys. Furthermore, according to him, girls are more dominant in a conversation.

2.3 Culture

Culture has a very important role when it comes to learning a foreign language. In the process of learning a foreign language, culture can greatly help in the language learning process which is called nativization. This aspect has been investigated by many researchers for many years. Kadyskyzy (Kadyskyzy, 2009) notes that language does not only mean communication but it also implements culture; in the process of learning a foreign language, the significance of comprehension of the target culture is important. As, if the learners know the culture of the target language, they can comprehend the language more effectively.

2.4 Aptitude

Aptitude is thought to be the least susceptible to manipulation of the three, how subject to change it is is a question frequently discussed in the literature. Some authors feel that language aptitude is "a relatively invariant characteristic of the individual, not subject to easy modification by learning" (Carroll, 1960, p. 38). Others, such as Politzer and Weiss (1969), Yeni-Komshian

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(1967), and Hatfield (1965) have demonstrated that language aptitude can be improved somewhat through training; still, others have pointed to the intricate interrelationship between aptitude and motivation.

By strategies, the techniques or devices are meant which a learner may use to acquire knowledge. Some of the strategies that appear to be important are the following: (1) The good language learner may be a good guesser, that is, he gathers and efficiently stores information so it can be easily retrieved. He may listen to a phrase and deduce the rest based on the words he understands. He might actively search for hints to meaning in the topic, setting, or speakers' attitudes. So that he gets the most information from each question or sentence, his guessing method might be graded from the broader to the more detailed. (2) He is often willing to appear foolish to communicate and get his message across. (3) He will try out his knowledge by making up new sentences, thus bringing his newly acquired competence into use. It is important to recognize here that tests of aptitude are meant to find the minimal number of dimensions to predict success without detailing all of the many strategies involved. If the focus is to help students improve their abilities, then these strategies should be looked at in much greater detail.

2.5 Motivation

Motivation is a second factor that is commonly cited when it comes to successful language learning. Several publications explore the importance of motivation in language learning.. (Gardner and Lambert, 1959) have isolated two kinds of motivation, by now well-known: instrumental and integrative. They find that the latter correlates more with successful language learning. While it is generally agreed that the best language learning occurs in the country/region where the language is spoken or when the language is the most common one at home, some would go so far as to say that the classroom is no place to learn a language. (Macnamara,1971) points out that the essential difference between a classroom and the street as a place to learn a language is motivation. According to Macnamara, the student seldom has anything so urgent to say to the teacher that they will improvise with whatever communicative skills they possess to get their meaning across. However, the good language learner seems to have a high motivation to communicate, no matter where he is. The problem is how to provide the necessary motivation for others within the school framework-if that is possible. (Cooper, 1973) also emphasizes the need factor in promoting language learning: "If we want to enable the student to use English, then we must put him in situations which demand the use of English" (Cooper, 1973, p. 313). With proper motivation, the learner may become an active investigator of the nature of the language to be learned. Francis (1971) feels that students will learn to do what they exert themselves.

A highly motivated individual, according to Gardner, will desire to learn the language, enjoy studying the language, and strive to learn the language (Gardner, 1985). Because of their driving power, children will be able to attain their goals once they have their passion to pursue them. It goes without saying that a lack of motivation and excitement indicates a lack of desire, passion, or driving power. Motivation and excitement are expressed as a desire and interest to act and achieve goals. Intrinsic motivation has been demonstrated to have a substantial link to academic success. Students who like language study and are proud of their achievements will clearly perform better than those who do not.

2.6 Opportunity

A third variable mentioned above was opportunity. This includes all those activities both within and outside the classroom which expose the learner to the language and which him an opportunity to practice what he has learned. We have all noted that the good language learner takes and creates opportunities to practice what he has learned while the poorer learner passively does what is assigned to him. The good language learner uses the language when he is not required to do so and seeks opportunities to hear the language (attends foreign language movies, joins foreign language clubs, listens to T.V. or the radio, uses the foreign language with other students outside class). What's crucial here is to figure out how students use the possibilities they have or make to their advantage. I agree with Ervin-Tripp (1970), who claims that there has been too much focus on the learner's input and not enough on what is going on inside the learner. She claims that focusing solely on the opportunity without taking into account how the learner uses that opportunity will not allow for an adequate language acquisition paradigm. "Any learning model which predicts language learning based on input without regard to the selective processing by the learner will not work, except for trivial problems."

If language learning is really the acon of communicative competence as well as of linguistic competence, then we need also to examine how the good language learner defines opportunity as exposure to many different social situations to get a proper feel for the circumstances in which a language code is to be employed. It is difficult to separate these three variables (aptitude, motivation, opportunity) since they do impinge on one another. An individual with lots of natural ability and motivation but with little opportunity may have difficulty in acquiring a language. If the opportunity is present, but there is little motivation or poor learning skills, then we may expect that the language learning will proceed slowly. Similarly, despite having a lot of inherent aptitude and opportunities, a person with little drive may struggle to learn. What is evident is that a good student possesses or generates all of these, but a worse learner does not. We will need to understand

a great deal more about the learning process if we are to increase the success of classroom instruction.

While there is little systematic work relating language learning strategies to success, there are a number of observations that can be made about individuals who are good language learners. Joan Rubin isolated some of them by observing students in classrooms in California and Hawaii, by observing herself and by talking to other good language learners, and by eliciting observations from some second language teachers.

2.7 Intelligence

Every student has intelligent differences. As intelligence of learners tells limitations of individual learning ability, knowing students' intelligence or background can help to design appropriate content in learning and teaching. Most learners, who have high intelligence, are likely to reach the ultimate goal of learning objectives and can learn thing faster than those who has lower. However, everyone can be a successful language learner if they have a good facilitator and instruction that support their learning.

Intelligence is defined as the function of cognitive skills within particular strategies and appropriate contexts, which frees us from the previous fixed view of intelligence and allows the learner to develop himself. In addition to the school's critical role in developing students' potential and intelligence, the teacher faces a significant challenge in his task of assisting students in developing the strategies required for learning English language and also teaching them the way of effective thinking as an important aspect of education.

2.8 Personality

Learners who have well defined goals and a good feeling of self-efficacy participate in activities they believe will help them achieve their objectives (Covington, 1992). Learners will learn the language faster or even easier if they have a personal objective and passion in the language. Some students will seek out opportunities to practice the new language and will be willing to take risks, such as experimenting with English. Others may prefer to wait until they are confident in their abilities. Similarly, personality has a significant impact on whether native-like learning results are promoted or demoted. Detrimental personality traits such as low self-esteem, inhibition, anxiety, introversion, and fear of taking risks can all have a negative influence on language learning.

"...Second language learning in all of its aspects demands that the individual, to a certain extent, take on a new identity," according to Alexander Guiora (1972), whose study focuses on

personality variables in second language acquisition. Language becomes crucial to an individual's sense of self since identity is formed in the context of communication and interaction. Individuals' sense of self-efficacy, or confidence in their ability to learn a second language, is tested during the process. Individuals' self-esteem can be boosted by their capacity to communicate with others.

Furthermore, anxious students have slower progress, especially in the development of speaking abilities. They are less inclined to take advantage of speaking opportunities or actively seek them out. Students that are more extroverted will be less concerned about making errors. They will take chances, giving themselves many more opportunities to practice. Furthermore, students who are really interested in language acquisition are more likely to learn more in class than others. Personal interest in language acquisition, according to Krapp et al. (1992), refers to internal feelings such as love that contribute to being organically driven to participate in a language learning activity. Learners will appreciate learning a new language if they are personally interested in the language.

2.9 Environment

Language acquisition is influenced by the environment in which opportunities arise. A positive learning environment has a direct impact on language proficiency. For example, learners benefit from a supportive home environment when their parents pay close attention to them. Many parents make an effort to help their children learn a language at home by striving to use English, for example, as often as possible with their children. However, some children will not be able to properly acquire their second language if their parents lack the skills to teach the target language themselves. As a result, one of the most important factors impacting second language learners is parental educational background. Most parents who lack the necessary skills to teach a target language encourage their children by enrolling them in a reputable English school so that they can have more opportunities to engage with native speakers. Children can acquire a second language more efficiently if they are exposed to genuine scenarios in an English-speaking environment.

"The language and literacy learning is deeply embedded in the social fabric of schools and homes and that schoolsuccess is dependent upon a complex combination of home and school variables that may vary from child to child." (Hull & Schultz, 2002; Li, 2006)

Children will ultimately learn and acquire a second language if they are placed in an environment that encourages them to do so. Because a pleasant atmosphere fosters positive learning experiences, children will have more opportunities to interact with instructors and peers. Learning happens when you play games or connect with other individuals. The more children engage with adults who use language in a variety of contexts, the better their second language

learning will be. Learners can have suitable and productive learning experiences in either a classroom or at home. As a result, learners with broad knowledge and experience are better equipped to learn a new language than those who have not.

2.10   Previous researches about learning strategies

Rubin and Thompson (1982) described fourteen strategies that may help one to be a better language learner.

1. Good language learners find their own way to learn and take charge of their own learning.

2. They organize information about the language and their own program of study.

3. They are creative and experiment with the language.

4. They create their own opportunities to practice the language.

5. They learn to live with uncertainty.

6. They use mnemonics by organizing individual items into patterns and linking things together.

7. They make errors work for them and know how to deal with errors (Don't stop talking for fear of errors).

8. They use their linguistic knowledge and rely on what they know such as their first language or other languages they know).

9. They know how to use context to help them understand the message by guessing and taking risks.

10. They need to learn to make intelligent guesses.

11. They learn expressions and idioms as wholes.

12. They learn ways to keep conversations going.

13. They make use of production techniques such as paraphrasing, using synonyms, and asking for help.

14. They use different styles of speech depending on the formality of the context

Thompson (1994) further explained and described each individual level of proficiency in detail for each language skill so that learners can choose the appropriate level for them to set their goals. Generally, novice learners are said to be in a prefunctional level where only a few words can be identified, spoken, read, and written. Intermediate learners are at a survival level where learners start to use the language in a limited way due to their lack of grammar and vocabulary and mistakes are often made. Advanced learners are able to use the language with limited working

proficiency whereas learners can use the language to work, socialize or study in a limited way. Superior learners are in a professional proficiency level where learners are able to function fully in a foreign language and finally distinguished learners are in a near-native proficiency level where learners can use the language as well and comfortably as their native language.

PART III – EMPIRICAL RESEARCH

As mentioned above, successful language learners have different characteristics, including their language learning strategies and habits.

In the third part of the thesis, a questionnaire survey focusing on this topic and its results will be presented.

The aim is first of all to extend research carried out on successful language learning by focusing on transcarpathian students' conceptions of successful language learning, their ideas of how LL would be more effective in transcarpathian schools. Also, another important purpose is to uncover transcarpathian students thinking about English language learning, their LL strategies, methods, experiences with LL, results that they have achieved, their knowledge, their emotions connected to the English language and its learning. In other words, this study is intended to be a very broad, extensive research, which can be seen from the fact that 97 participants filled in the questionnaire across Transcarpathia.

3.1 Research design and methodology

This part of the thesis focuses on to provide information about the preparation of the research; including the research methods, the aim, research questions, research hypotheses and the main purpose of the investigation. First of all, the research questionnaire was designed after reading the concerned literature, based on what was read. It was designed and completed in February-March 2022. The questionnaire was written and completed in Hungarian, making it easier for the students to understand and thus providing more accurate results. 97 secondary school students aged 14-20 years old in Transcarpathia, who study English on a weekly basis, participated in completing the research questionnaire. Completion of the questionnaire was voluntary and anonymous.

3.2 Participants

The questionnaire was designed and completed in February-March 2022. As mentioned above, **97** secondary school students aged 14-20 years old in Transcarpathia, who study English on a weekly basis, participated in completing the research questionnaire. Completion of the questionnaire was voluntary and anonymous. 75.3% of the participants were female and 24.7% were male. The participants were from the following localities in Transcarpathia: Beregovo, Velyka Dobron, Vynohradiv, Chop, Vishkovo, Dertsen, Fornosh, Koson, Petrove, Didove, Bobove, Hecha etc.

3.3 Research questions and hypotheses

The questionnaire contains 23 questions in total, of which 5 are personal questions and 18 are language learning questions. The questionnaire includes multiple-choice questions, checkboxes, likert-scale questions etc.

The questions covered a wide range of topics, such as how much time students spend learning English per week, how long they have been learning English, why they are learning English, what they have already achieved and how they would like to use their language skills in the future. There were also more complex questions about the influence of different external and internal factors on language learning. There were also questions where participants had to rank on a scale of 1 to 5 the importance of different language skills (such as writing, reading, speaking, listening, etc.) and then rate their own knowledge on a scale of skills.

The first and most important hypothesis of the research is that if the learner has language learning strategies, it is likely that the learner will be successful in language learning. Otherwise, why would a learner have strategies if not to develop habits that will help him or her to become a better learner and to master the subject more easily. Of course, this question can be thought of further along the lines of whether a less successful learner has no language learning strategies at all, or just does not implement them well? Does he or she not have an established system of learning, or does he or she not have the internal and external factors to be successful in language learning? The question is of course much more complex than this, so let's move on to the next hypothesis, which is based on nothing more than the external and internal factors mentioned above. The hypothesis would be that among the internal factors, diligence and aptitude are equally important factors for achieving success, and among the external factors, starting language learning early is the most significant factor in successful language acquisition. What else might these external and internal factors be?

The internal factors listed in the questionnaire that may influence language learning are: self-confidence, language awareness, diligence, perseverance, positive attitude, determination, laziness, and compulsion. These factors had to be ranked by the participants on a scale of 1 to 5. The external factors listed in the questionnaire were: family, friends, early start of language learning, teachers' influence, English books, media/TV/radio.

3.4 Instruments

A questionnaire was constructed for the study considering the previously read literature review.

The research questionnaire was designed after reading the concerned literature, based on

what was read. It was written and completed in Hungarian, making it easier for the students to understand and thus providing more accurate results. It contains 23 questions in total, of which 5 are personal questions and 18 are language learning questions. The questionnaire includes multiple-choice questions, checkboxes, likert-scale questions etc.

The questions covered a wide range of topics, such as how much time students spend learning English per week, how long they have been learning English, why they are learning English, what they have already achieved and how they would like to use their language skills in the future. There were also more complex questions about the influence of different external and internal factors on language learning. There were also questions where participants had to rank on a scale of 1 to 5 the importance of different language skills (such as writing, reading, speaking, listening, etc.) and then rate their own knowledge on a scale of skills.

3.5 Research findings
3.5.1   Participants (number, age, gender, education, etc.)

The questionnaire was designed and completed in February-March 2022. **97** secondary school students aged 14-20 years old in Transcarpathia, who study English on a weekly basis, participated in completing the research questionnaire. Completion of the questionnaire was voluntary and anonymous. 75.3% of the participants were female and 24.7% were male. The participants were from the following localities in Transcarpathia: Beregovo, Velyka Dobron, Vynohradiv, Chop, Vishkovo, Dertsen, Fornosh, Koson, Petrove, Didove, Bobove, Hecha etc

The majority of participants (35.1%) are secondary school students, 19.6% are studying in a church lyceum, 13.4% are studying in a vocational secondary school, 12.4% are studying in a grammar school and the remaining 19.5% are studying in another type of institution. Some respondents started learning English six months ago, others have been learning for 11 years.

It is also important to note that some respondents say they spend 20 minutes a week learning English, while others spend 3-6 hours. 18.6% of respondents attend private English language classes.

3.5.2   The participants' previous experience with English

As mentioned above**,** some respondents started learning English six months ago, others have been learning for 11 years.

It is also important to note that some respondents say they spend 20 minutes a week learning English, while others spend 3-6 hours. 18.6% of respondents attend private English language classes.

To the question 'Why are you learning English?', 77.3% of respondents chose that it is because they see the opportunities that English language skills can offer, 50.5% chose that it is for their further education, 28.9% chose that because it is compulsory at school and 27.8% of respondents said that they want to work abroad and that is why they are learning English. A further 4.1% said that they learn English because their parents make them. This question also had an own response option, with responses such as 'I learn English to get more information', 'I learn English for my own interest and self-improvement', 'because I like it'.

Figure 1. Why do you learn English?
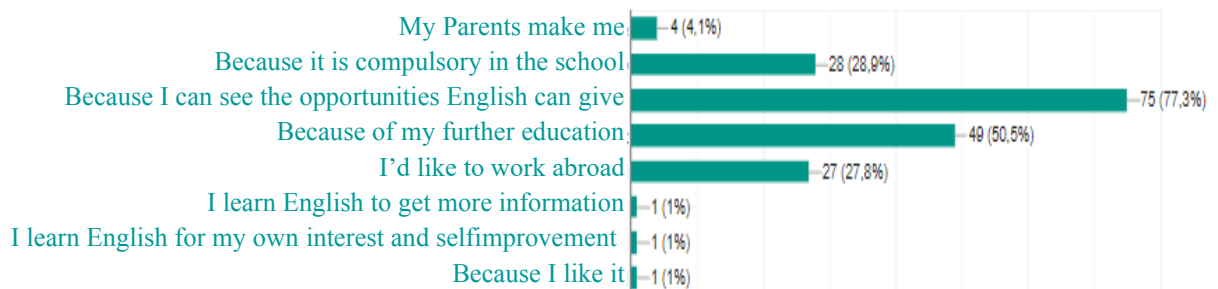
In response to the following question: 'How would you like to use your English language skills?' 67% of respondents chose 'to communicate easily when travelling abroad', 56.7% chose 'to make contacts with foreigners', 54.6% of respondents would like to take a language exam, 24.7% chose to work abroad, 19.6% would like to apply for a degree in English, and 15.5% said they had no specific goal for learning English.

Figure 2. How would you like to use your English?
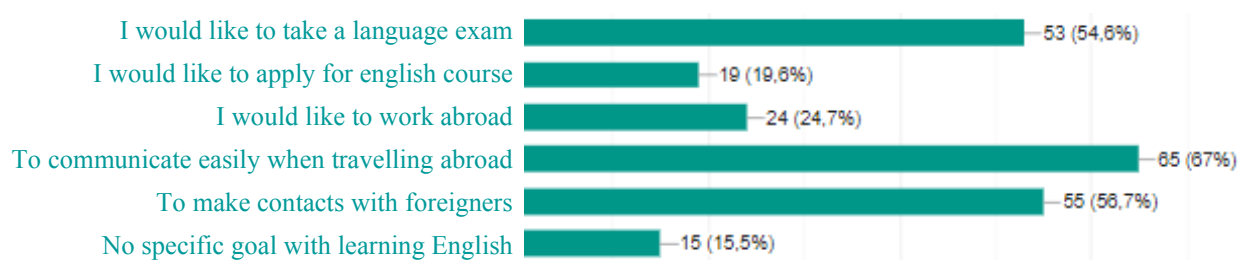
The next question focused on the participants' English language learning achievements so far.   87.6% of respondents said that they understood what the teacher was saying. Since a significant proportion of respondents have been learning English for a long time, this is a fairly basic achievement and hence the high response rate. 66% of the respondents can formulate a short email, 57.7% say they can understand native English speakers, 49.5% of the respondents can exchange messages while playing English games, 48.5% say they can communicate with native English speakers, 38.1% of the participants are able to formulate longer texts in English, 20.6% of the respondents take part in English competitions, 8.2% of the participants achieve good results in English competitions, 3.1% have an intermediate (B1) level exam. As with the previous questions, there were also own response options, with 1% of respondents having taken an English A level (C1) exam and a further 1% saying that they had made more native English speaking friends as a result of their English language learning.

3.5.3   The success of participants' LL at the level of the 4 language skill.

The next two questions focused on the use of language skills. The first question asked how important each of the optional language skills was on a scale of 1 to 5. The language skills listed were: reading comprehension, writing, speaking, vocabulary, pronunciation, grammar, listening comprehension. Based on the responses of the participants, speaking and communication skills were found to be the most important, followed by listening comprehension and reading comprehension, and then writing skills. Pronunciation and grammar were found to be less important than speaking, vocabulary and comprehension.

The next question was 'How good do you consider yourself to be in these language skills?' Here speaking, writing, reading and comprehension were listed.   Similarly, respondents were asked to score their own skills on a scale of 1 to 5. What is interesting here is that no one scored any of the skills as excellent. Most scored was reading as 'very good', followed by comprehension and writing. Speaking was the area in which respondents considered themselves least good.

Figure 3. Language skill
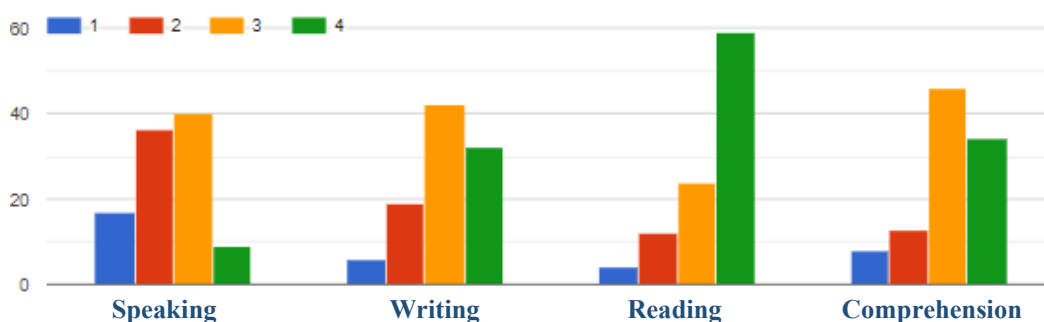
### 3.5.4   Factors affecting the success of language learning:

3.5.4.1   Language learning strategies

One question on language learning strategies in the questionnaire was 'What methods do you use to learn languages effectively?'. Here participants could choose from a variety of answers, including: I memorise the compulsory words/texts that the teacher gives me, I watch films with English subtitles, I listen to English music, I play English games, I use different phone/computer apps (e.g. duolingo), I read a lot in English, I do not use any method for language learning. Of these answers, the majority of respondents chose listening to English music. Of course, it is not possible to know whether or not it was specifically for the purpose of learning English, but this was the choice of most respondents. Many also chose to watch films with English subtitles, and a significant proportion of respondents play English games, many using various phone/computer applications (e.g. duolingo).

A small percentage of respondents said they did not use any language learning method. While some gave their own answers: 'I watch short English videos', 'I sometimes read in English'.

There was also a question on language learning strategies, based on the literature we had read, according to Hymes, on what are the characteristics of a good language learner. The question was 'Which of the following statements are true for you?'. The statements that could be selected were: 'I usually guess well when doing English tasks', 'I like to test my English orally', 'I gesticulate a lot when speaking', 'I have no inhibitions about not expressing myself well or expressing myself incorrectly when speaking', 'I usually notice grammatical errors in other people's speech', 'I practise a lot outside school', 'I don't pay attention to grammar when speaking, the main thing is to be understood'. Most of them indicated that they usually guess well when doing English tasks. Many people also indicated that they like to test their language skills orally, and many people practise a lot outside school. Also, many of the respondents said that they do not pay attention to grammar when speaking.

Figure 5. Good language learner according to Hymes

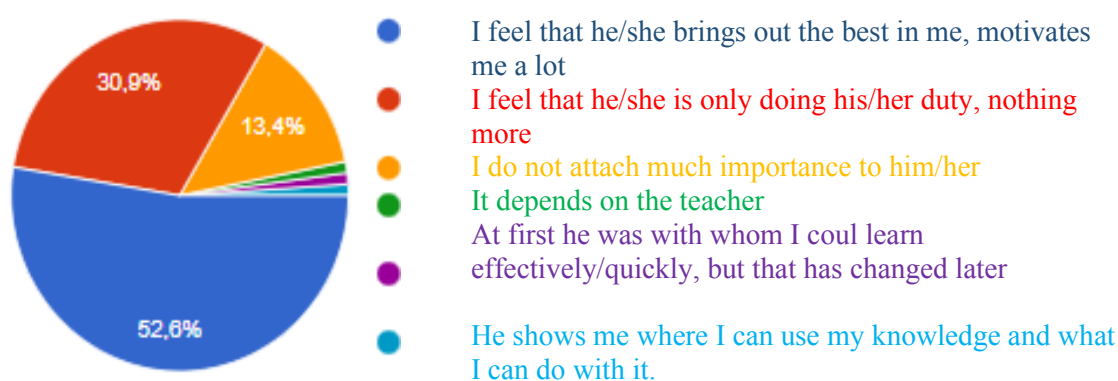|	
I usually guess well when doing English tasks	56 (57,7%)
I like to test my English orally	45 (46,4%)
I gesticulate a lot when speaking	27 (27,8%)
I have no inhibitions about not expressing myself well	12 (12,4%)
I usually notice grammatical errors in other 's speech	25 (25,8%)
I practise a lot outside school	38 (39,2%)
I don't pay attention to grammar when speaking	34 (35,1%)
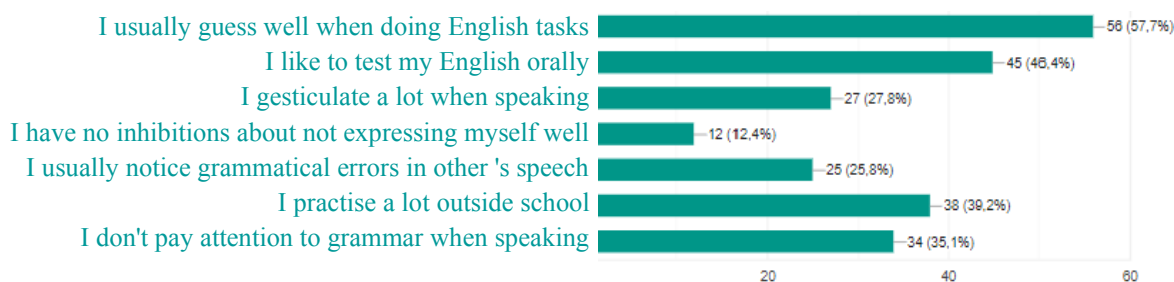
3.5.4.2 The role of the teacher

The language teacher is an important factor in successful language learning. The questionnaire included the question 'What is the role of your language teacher in your language learning?' There were three possible answers: 'I feel that he/she brings out the best in me, motivates me a lot', 'I feel that he/she is only doing his/her duty, nothing more', 'I do not attach much importance to him/her'.

52.6% of respondents chose the first statement that their teacher makes the most of them, 30.9% feel that the teacher is only doing his/her duty and 13.4% do not attach much importance to him/her. A further 3 % felt differently, for example that it depends on the person, with some saying that at first it was the teacher with whom they could learn effectively and quickly, but that has changed later.

Figure 6. The role of the teacher

- I feel that he/she brings out the best in me, motivates me a lot
- I feel that he/she is only doing his/her duty, nothing more
- I do not attach much importance to him/her
- It depends on the teacher
- At first he was with whom I coul learn effectively/quickly, but that has changed later
- He shows me where I can use my knowledge and what I can do with it.

3.5.4.3 Internal factors

Human characteristics or internal factors can also influence our success in learning a language. In the next question, respondents were asked to rate on a scale of 1 to 5 how much they think each of these factors influences language learning. The internal factors listed in the question were: self-confidence, aptitude, diligence/perseverance, positive attitude, determination, laziness, and compulsion.

Diligence/perseverance and determination were the factors that most influenced successful language learning according to the participants. Laziness was also identified by many as an important factor. In addition, aptitude, positive attitude and self-confidence were also of great importance.

Figure 7. Internal factors in LL.
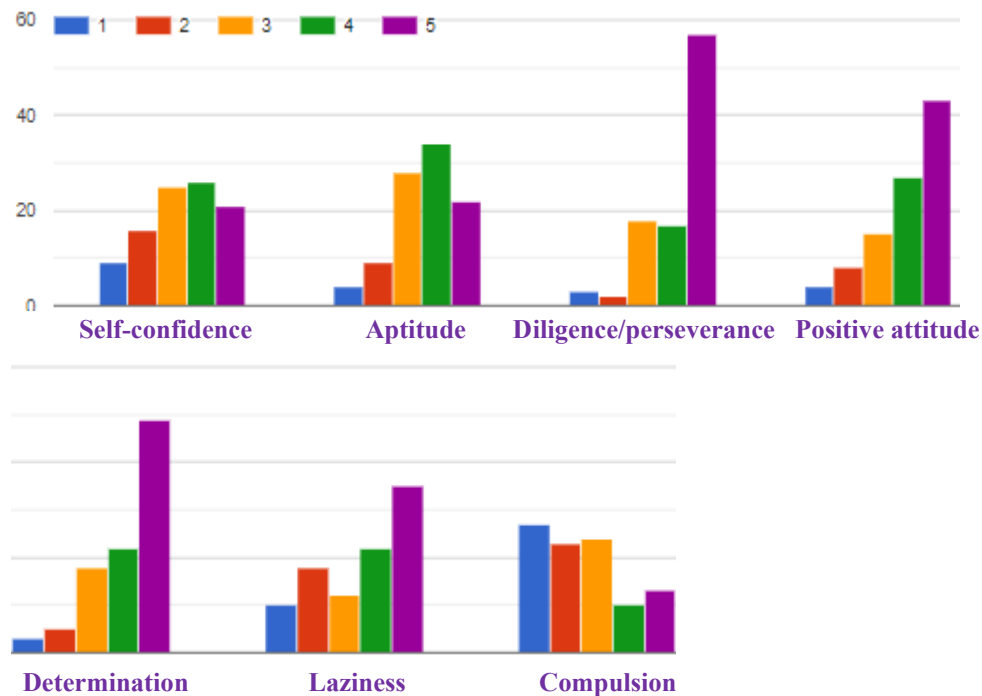
3.5.4.4 External factors

Just like internal factors, external factors can also influence our success in learning a language. In the next question, respondents were asked to rate on a scale of 1 to 5 how much they think each external factor influences language learning. The external factors listed in the question were: family, friends, early start in language learning, influence of teachers, TV/media/radio, English books. The most frequent external factor cited by most respondents was the early start of language learning. In addition, respondents said that the influence of teachers, the media and the use of English books were also significant influences. Family and friends play an important role in

language learning too.
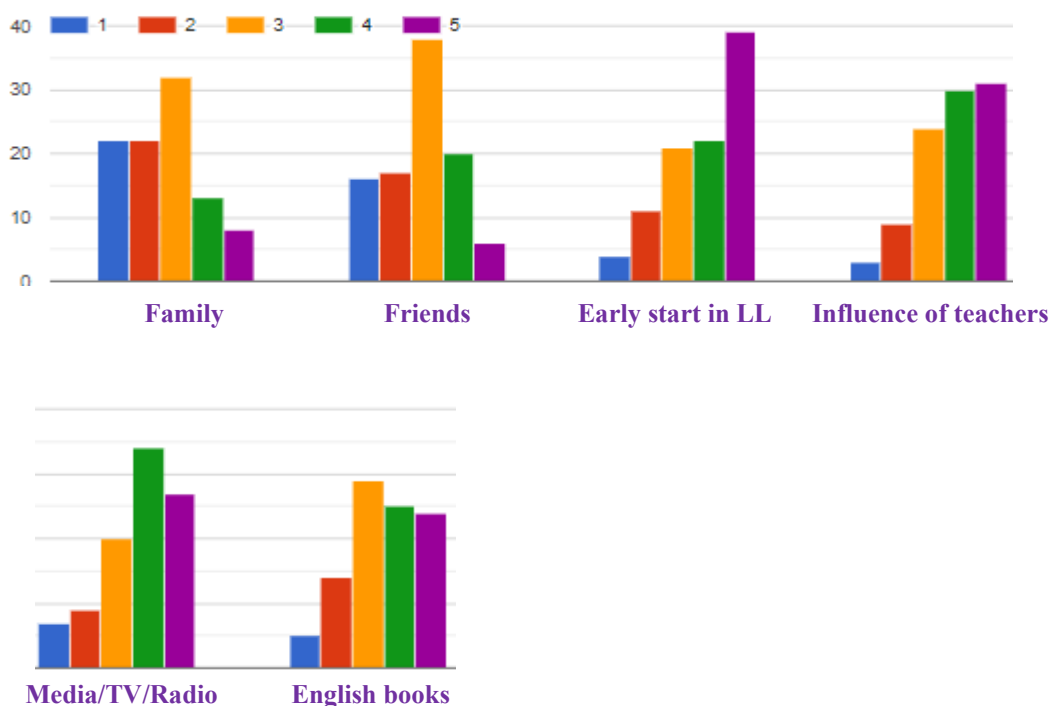
3.5.5　　Language Learning in Transcarpathia

As all the students who filled in the questionnaire are from Transcarpathia, so a transcarpathian-related question was included in the questionnaire, namely 'If you could, what would you change about the teaching of English in Transcarpathia? ' Here the answer options were: 'the attitude of teachers', 'English lessons could be more interesting', 'we could learn less grammar and speak more', 'we could use more aids in lessons (computer, laptop, interactive whiteboard, development games, etc.)', 'I would use foreign textbooks'. Most of them chose the answer 'we could learn less grammar and talk more', which is understandable, grammar is not an easy subject or topic, although it is equally important. A significant number of respondents think that English lessons could be more interesting, about the same number would use more teaching aids in lessons. Although many teachers in Transcarpathia use foreign English books in their lessons, many also chose this response option.

Figure 9. What would you change about the teaching of English in Transcarpathia?

In the following question, participants were asked to rate on a scale of 1 to 5 how useful they felt they could use their language skills acquired at school. Only 9.3% of the respondents felt that they could use all the knowledge they had acquired at school. 35.1% felt that they could use it, and they marked 4 on the scale. 38.1% think that English acquired at school is moderately usable, 14.4% think it is not very usable and finally 3.1% think it is not usable at all.

Figure 10. 'How useful are the English skills you have learned at school?'
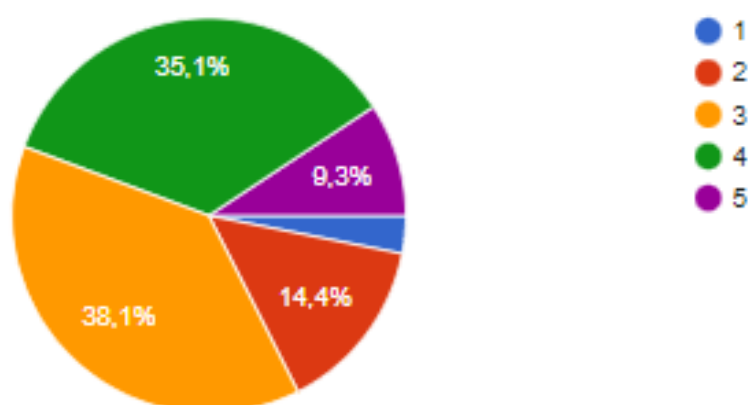
3.5.6   Indicators of success in LL according to the participants

How can you tell if someone is successful in learning a language? The following answers could be given: good grades at school, understands almost everything in English, can communicate in English, has a language test. Almost all respondents agreed that the most successful language learner is one who can communicate in English. There were 94 candidates for this answer. The second aspect, also chosen by many, was that he/she knows almost everything in English.

There were significantly fewer candidates for the answer that having a language test or getting good grades at school is what makes a language learner successful.

Figure 11. Successful Language Learner
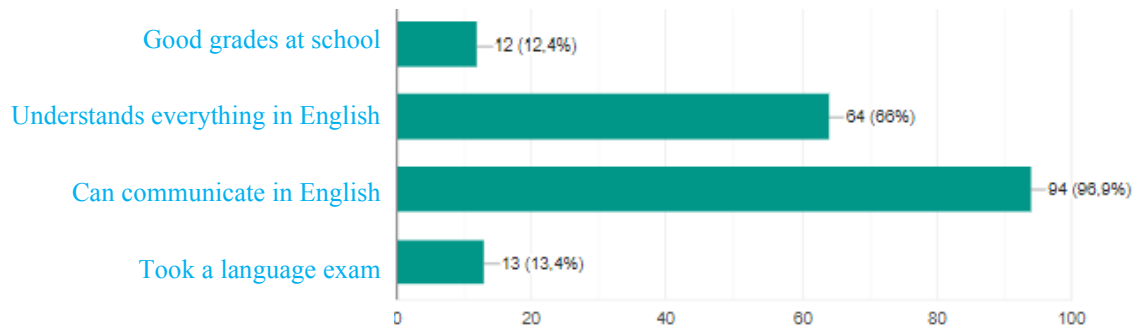
The next question was very simple. Do you consider yourself a successful language learner? Respondents could answer yes or no to this question. 64.9% of respondents considered themselves successful in language learning. Of course, this is a subjective opinion. 35.1% of respondents do not consider themselves successful in learning a language. But what could be the reason for this? Are they too modest, or have they not had a successful experience of language learning? Did they have no one to motivate them, or did they get bad grades in English at school? This could be the subject of another thesis: the characteristics of an unsuccessful language learner.

Figure 12. Do you consider yourself a successful language learner?
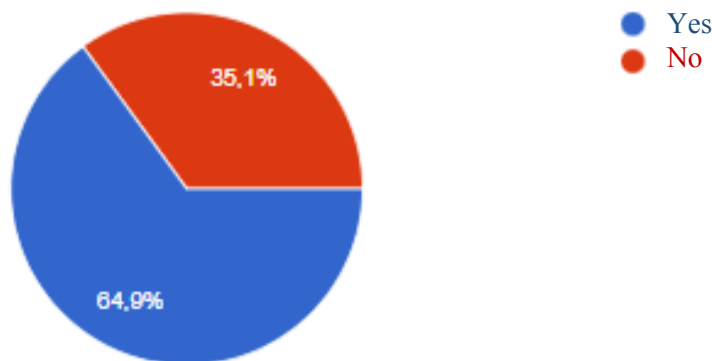
The next question was whether the participants were satisfied with their current language skills. Here again, respondents were asked to answer yes or no. Here the no response was more frequent. Why would anyone be satisfied with their language skills when there is always room for improvement.

56.7% are not satisfied with their current level of language skills, while 43.3% are not.

3.5.7   Discussion of the results

The aim of the research was to identify the factors that make language learners successful. What are the most important language skills for success according to the participants. What external and internal factors can influence successful language learning and what are the indicators of success according to the respondents.

As a summary of the questionnaire research, the following results were obtained: students aged 14 to 20 in Transcarpathia who learn English on a weekly basis said that they learn English because they see the countless opportunities that this foreign language can offer them. For example, the majority of respondents consider the possibility of using English to communicate easily when travelling abroad and to establish contacts with foreigners as a key aspect.

The survey also shows that the majority of respondents are most proficient in reading, and that speaking is the most difficult for them.

Looking at the Hymes scale of good learners, the majority of respondents considered that they generally guessed well when doing English tasks, that they like to test their English orally and that more of them chose to practise a lot outside school. These factors all suggest that a large proportion of participants are successful in learning English.

52.6% of students believe that their language teacher gets the most out of them and motivates them to learn.

In terms of internal influencing factors, the majority of participants identified diligence/perseverance as the most important, but many also identified determination and a positive attitude as a significant influencing factor. Among the external factors influencing language learning, early start of language learning came first, followed by the influence of teachers.

When asked 'what would you change about the way English is taught in Transcarpathia?', most respondents said that they would learn less grammar and speak more in class.

According to students, the best indicator of a successful language learner is whether he or she can communicate in English and understand everything he or she hears in English.

64.9% of the students who filled in the questionnaire feel that they are successful language learners, which is a very good percentage.

Returning to the hypotheses, it can be concluded that all three were almost confirmed. The first was that students who have language learning strategies and different learning methods are successful in language learning. The research suggests that these learning methods are not always consciously designed. In one question where respondents were asked to choose which methods they use in their language learning, most of them chose listening to English music, watching films

with English subtitles, playing English games. These are not necessarily part of the conscious language learning strategies, as they are often chosen only as a form of personal recreation/entertainment. Of course, this does not mean that this is not a way of learning a language, it is just not the most common way of learning a language.

The research shows that thanks to the advanced technological world, language learning methods have changed, with today's youth no longer willing to sit down with a dictionary to memorise words, but rather learn them from films and music.

Consequently, new learning methods also contribute to successful language learning, suggesting that those who have language learning strategies are more successful in language acquisition.

The second hypothesis, that among the internal factors, diligence and language ability are equally important for successful language learning, has been disproved as the respondents considered that diligence is more important than aptitude.

The last, and thus third hypothesis, was that among the external factors, starting language learning early is the most significant factor in successful language acquisition. This hypothesis was confirmed, with the majority of respondents believing that starting language learning early (at the age of 5-6) has a great influence on successful language acquisition.

CONCLUSION

Learning a language, no matter how good one's linguistic aptitude, is not an easy task. Language learners can often encounter difficulties and challenges, and unfortunately the initial motivation to learn a language can often be lost. Not to mention the many external and internal factors that can influence our language learning, such as family, friends, media, internet, self-confidence, language perception, motivation, laziness etc. All of these factors can have a positive or negative impact on language learning. But in any case, learning a foreign language can open up so many new doors, with countless benefits.

This thesis aimed to explore the topic of successful language learning. What makes someone successful in language learning. What are the factors that influence language learning. The first part of the thesis tries to explore, as mentioned above, what success in language learning is. What the role of the student and what the role of the teacher is in this process. What can be read about this topic in the academic literature. Furthermore, the characteristics of a good language learner will be presented from the perspective of renowned researchers.

In the second part, external and internal characteristics was presented as influencing factors in language learning, such as age, gender, culture, aptitude, motivation, opportunities etc., in preparation for the third part, where a questionnaire survey will be used to explore these factors and the characteristics of successful language learners. The questionnaire covers important factors such as: the purpose of the participants language learning, their progress in learning English, their language learning methods/strategies, the role of the teacher in their language learning, what they would change in their lessons, whether they are satisfied with their current language skills, etc. The questions that the research focused on were, first of all: the participants' previous experience/relationship with English, why they have been learning English, for how many years, how many lessons per week, what their goals are with English, what results they have already achieved with English. The questionnaire focused on the students' learning methods, what tools they use to learn a foreign language, what their learning strategies are. This is where the first hypothesis comes in: if a student has language learning strategies/methods, can that student be said to be a successful language learner? Otherwise, why would a learner have strategies if not to develop habits that will help him or her to become a better learner and to master the subject more easily. Of course, this question can be thought of further along the lines of whether a less successful learner has no language learning strategies at all, or just does not implement them well? Does he or she not have an established system of learning, or does he or she not have the internal and external factors to be successful in language learning? The question is of course much more complex than this, so let's move on to the next hypothesis, which is based on the external and

internal factors mentioned above. The hypothesis would be that among the internal factors that can be: self-confidence, aptitude, diligence/perseverance, positive attitude, determination, laziness, and compulsion; diligence and aptitude are equally important factors for achieving success.

And among the external factors, that can be: family, friends, early start in language learning, influence of teachers, TV/media/radio, English books; starting language learning early is the most significant that influences LL.

The research also asked about the role of the teacher in successful language learning, what students would change in the transcarpathian foreign language teaching, and how satisfied they are with the knowledge they have acquired so far, and whether they consider themselves successful in LL.

In this investigation an *empirical research method* was used, the data was garthered through a questionnaire. The questionnaire contains 23 questions in total, of which 5 are personal questions and 18 are language learning questions. The questionnaire includes multiple-choice questions, checkboxes, likert-scale questions etc.

The *practical value* of the study consists in gathering information about successful language learning, LL strategies/methods, and providing information about transcarpathian students thinking about FLL.

The course-paper is made up of an introduction, 3 parts, conclusions, resume, references, and appendices.

The significance of the topic stems from the fact that it gives several methods/strategies for successful language acquisition, making it a useful resource for both instructors and students. The reference material can also teach readers about the characteristics of a successful language learner. Furthermore, the research may be used as a foundation for a related study in which the opposite of this issue is explored, or to explore this topic in a new way, or even to do a larger/broader study on the subject.

The goal of the study was to figure out what makes language learners effective. According to the participants, what are the most crucial language abilities for success? What external and internal elements can have an impact on your success?

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РЕЗЮМЕ

Вивчити ту чи іншу мову, якою б хорошою людина не народжувалася, справа не з легких. Той, хто вивчає мову, часто може зіткнутися з різними труднощами та викликами, і, нажаль, початкова сильна мотивація, з якою ми почали вивчати мову, дуже часто може бути втрачена. Не кажучи вже про те, скільки зовнішніх і внутрішніх факторів може вплинути на наше бажання вивчити мови. Це такі як сім'я, друзі, ЗМІ, Інтернет, впевненість у собі, сприйняття мови, мотивація тощо. Усі вони позитивно чи негативно впливають на оволодіння мовою. У будь-якому випадку вивчення іноземної мови може відкрити багато нових воріт із незліченними перевагами.

Ця дисертація прагне дослідити тему успішного вивчення мови: Що робить когось успішним у вивченні мови? Які фактори впливають на вивчення мови?

Перша частина дисертації намагається дослідити, як було сказано вище, що означає успіх у вивченні мови, яка в цьому роль учня, а яка вчителя, що про це ми можемо прочитати у науковій літературі.

У другій частині будуть представлені особистісні, тобто внутрішні характеристики, як фактори впливу на вивчення мови, такі як вік, стать, культура, сприйняття мови, мотивація, можливості. Крім того, критерії хорошого вивчення мови будуть представлені з точки зору відомих дослідників, готуючи третю частину, де ми спробували дослідити критерії успішного вивчення мови за допомогою анкетування.

Важливість дисертації полягає у тому, що, представивши методи навчання успішно вивчаючих мов, вони можуть допомогти студентам, які не уміють вчитися ефективно, швидко, успішно.

Це дослідження також може послужити основою для майбутніх подібних досліджень. Наприклад, для дипломної роботи, яка представляє критерії неуспішних студентів, але на цю ж тему можна провести ще більше досліджень.

APPENDIX

Questionnaire

1.Gender:

- male

- female

2.Age

3.Residence

4.What type of school are you studying in?

- Secondary school (former primary school)

- Lyceum (Former secondary school)

- Specialised Lyceum (Formerly grammar school)

- Secondary vocational school

- Religious Lyceum

- Other:

5.What grade are you currently in?

6.How many years have you been learning English?

7.How many hours a week do you spend learning English?

- 45 minutes-1.5 hours

- 1.5-3 hours

- 3-6 hours

- Other:

8.Do you attend private lessons or English language development classes?*

- Yes

- No

9.Why are you learning English?*

- At the urging of my parents

- Because it is compulsory at school

- Because I see the opportunities it can give

- For further studies

- I want to work abroad

- Other:

10.How would you like to use your English language skills?*

- I want to take a language exam

- I want to apply for an English course

- I want to work abroad

- To communicate more easily when travelling abroad

- To make contacts with foreigners

- I do not have a specific language learning goal

- Other:

11.What progress have you made in your English studies?*

- I understand what the teacher says in class

- I understand native English speakers

- I can write a short email in English

- I can write a longer text in English (for example a blog post)

- I have spoken to native English speakers

- I can "chat" in English with foreign speakers when playing English games

- I have passed the B1 language exam

- I have passed a B2 exam

- I have participated in English competitions

- I achieve good results in English competitions

- Other:

12.Which of the following statements is/are true for you?*

- I usually guess well when doing English tasks

- I like to test my English verbally

- I gesticulate a lot while speaking

- I have no inhibitions about not expressing myself well or expressing myself incorrectly when speaking

- I usually notice grammatical errors in other people's speech

- I practise a lot outside school

- I don't pay attention to grammatical correctness when speaking, the main thing is to be understood

13. How good are you at using the following language skills? Score from 1 to 5 (1-poor, 5-excellent)*

- Speaking

- Writing

- Reading

- Comprehension

- Speaking

- Writing

- Reading

- Understanding

14.How important are the following areas in language learning? Please score from 1 to 5 (1-not at all important, 2-not important, 3-somewhat important, 4-highly important, 5-very important)*

- Reading comprehension

- Writing skills

- Speaking

- Vocabulary

- Pronunciation

- Grammar

- Listening comprehension

- Reading comprehension

- Writing skills

15.What role does your language teacher play in your language learning?

- I feel that she brings out the best in me, she motivates me a lot

- I feel that he is just doing his duty, nothing more

- I don't attach much importance to him

- Other:

16.How much do the following factors influence your language learning? Please score from 1 to 5.*

- Confidence

- Language skills

- Diligence/attention

- Positive attitude

- Determination

- Laziness

- Compulsion

- Confidence

- Sense of language

- Diligence/Diligence

- Positive attitude

- Determination

- Laziness

- Compulsion

17.How important are the following external environmental factors in language learning? Please score from 1 to 5.*

- Family

- Friends

- Teacher influence

- Media/TV/Radio

- English books

- Starting language learning early (5-6 years old)

18. If you could, what would you change about English language teaching in Transcarpathia?

- Teachers' attitudes

- English lessons could be more interesting

- We could learn less grammar and speak more instead

- We could use more aids in lessons (computers, laptops, interactive whiteboards, development games, etc.)

- I would use foreign textbooks

- Other:

19.How useful do you feel the language skills you have acquired at school are? Please score from 1 to 5 (1 - not at all, 5 - to a great extent)*.

- 1
- 2
- 3
- 4
- 5

20.Do you consider yourself a successful language learner?*

- Yes

- No

21.How do you think being a successful language learner shows that you are a successful

language learner?*

- Getting good grades at school
- Understanding almost everything in English
- Can communicate in English
- Has a language exam

22. Are you satisfied with the level of language skills you have achieved so far?*

- Yes
- No

NYILATKOZAT

Alulírott, Kopasz Rozália 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.

Kopasz Rozália