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**РІВЕНЬ ЗНАННЯ АНГЛІЙСЬКОЇ ЛЕКСИКИ УЧНІВ 7-ГО КЛАСУ**

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**THE LEVEL OF ENGLISH VOCABULARY KNOWLEDGE OF FORM 7  
LEARNERS**

Bachelor's Thesis

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A 4th year student

**Professional Education program:**

014 Secondary education. English language and literature

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## INTRODUCTION

Knowledge assessment-definition and expression in certain points, as well as in the teacher's value judgments of knowledge, skills and abilities of students in accordance with the requirements of school programs. This is a special aspect of control, and pedagogical assessment is its result. The aim of the bachelor's thesis is to explore the assessment in the seventh grade, to underline the main features and criteria, the advantages and disadvantages.

The tasks of the bachelor's thesis are:

- 1) to learn about vocabulary knowledge in the seventh grade in the English lessons
- 2) to describe the main criteria of assessment
- 3) to analyse the assessment in the school with the research

The object of the bachelor's thesis is the vocabulary knowledge. The subject matter of the thesis is the vocabulary knowledge in the seventh grade.

The research methods that were used in the bachelor's thesis are questionnaire analysis of the required material, systematization of the research and its generalization.

The theoretical basis of the bachelor's thesis is the works of many literary critics such as Ma, Milton and Allan (2010), Lai(2009), Medina (1985), Grenfell (2002), Marciniak and Perez-Martinez (2010).

The study focused on solving several tasks:

- determine the degree of motivation of children to learn English;
- to investigate the correspondence of knowledge of a foreign language acquired during training to the previous expectations of students;
- to determine whether children are provided with sufficient knowledge of a foreign language of general and professional orientation;
- to explore the advantages and disadvantages of organizing the educational process in a foreign language;
- to explore the most effective forms of cooperation of foreign language teachers with students.

The bachelor's thesis consists of an introduction, three parts, conclusion, reference list and resume. The first part deals with the theoretical basis of the research which established, especially about the assessment of vocabulary knowledge, approaches and its methods.

The second part consists of the criteria for evaluation of students' achievements in the English language. The aim of the study was to find out how teachers evaluate students and how do students feel about assessment of vocabulary knowledge. Participants in the bachelor's thesis are students. The research helps to highlight the specifics of assessment of vocabulary knowledge of seventh grade pupils in English lessons.

The third part of bachelor's thesis describes a piece of empirical research on vocabulary knowledge.

A survey was conducted to better understand students' skills and knowledge. New research methods and tools were also used in the lessons.

The conclusions are based on the presented theoretical data and on the basis of the conducted research and its analysis. All the goals and objectives set at the beginning have been fulfilled.

The practical value of the bachelor's thesis is an opportunity to understand the specifics of the vocabulary knowledge. In addition, it lies in the possibility of using the results of research in the development of understanding and using the vocabulary knowledge and its peculiarities.



## PART 1

### THEORETICAL ASPECTS OF THE LEVEL OF ENGLISH VOCABULARY KNOWLEDGE OF FORM 7 LEARNERS

#### **1.1 Receptive and productive vocabulary knowledge**

A word cannot be considered completely known by an L2 learner unless he or she can use it confidently both receptively and productively. A learner's receptive vocabulary knowledge refers to vocabulary that he or she can understand when seen in a written text or by hearing the words. Receptive vocabulary, in other words, is brought to the learner through reading or listening tasks (Nation, 2013). In contrast, productive vocabulary concerns the learner's ability to use vocabulary by conveying a message through written or spoken text (Nation, 2013). Most common is for vocabulary to be learned first receptively and then productively (Schmitt, 2000). However, there are instances where learners might partially know a word receptively and productively. For instance, one might be able to use a word verbally or know the meaning of it when heard but not recognize it when seeing its written form (Schmitt, 2000). Schmitt (2000) gives an example of such an incident when he reflects on his own experience. Schmitt thought for years that he knew the word *indict* (in'dayt) thoroughly as he had often used it verbally and heard it numerous times. However, when he came across the word in a written text he did not recognize it causing him to pronounce it differently and therefore having to search for the meaning of the word (p. 5). However, in most cases a learner's receptive vocabulary will include his or her productive vocabulary as well as low frequency words that are not completely learned, words that are partly known and words that are rarely used productively such as curse and swear words (Nation, 2013).

Various studies have demonstrated that learning a word's receptive form is easier than learning its productive form. Waring (1997) carried out a study to find out how much larger an L2 learner's receptive knowledge is compared to their productive knowledge. 76 Japanese EFL learners participated in the research. The selected tests for the study were based on The Vocabulary Level Test (Nation, 1990) and The Productive Level Test (Laufer and Nation, 1995) the same tests used for the current study, and further discussed in section 2.1.4. Waring (1997) used the above-mentioned levels verbatim and added a new level for the 1000 level. Waring's (1997) results revealed that learners' receptive proficiency is higher than their productive proficiency. Furthermore, the study found that as learners' receptive knowledge increased so did the difference between the participant's receptive and productive knowledge. However, Waring (1997) did conclude that it might be meaningless to compare the two as there is no way

to know if the known receptive words are being used and that comprehension comes before production; making the use of a word productively simply more difficult than knowing it receptively.

Furthermore, Nation (2013) discusses the notion of why it is possibly easier to learn a word receptively than productively. One reason may be that productive learning requires additional learning of unknown written or spoken output patterns such as spelling and pronunciation (p. 51). Additionally, knowing a word receptively may only require knowing a few of its distinctive features. However, knowing a word productively asks more of the learner as he or she has to be able to know the word form precisely to write it down and/or how to pronounce the word correctly (Nation, 2013). Another reason why it seems to be easier to learn words receptively has more to do with the way language is taught. Studies (Nation, 2013; BirnaArnbjörnsdóttir, 2011; Lefever, 2009) have shown that in most language classes productive use of the language gets considerable less practice than receptive use. This is unfortunate as there is evidence indicating that both aspects need to be practiced to fully learn a word. Nation (2013) discusses a study that showed students' vocabulary test results coincide with the way they were taught for the exam. Students that learned receptively for the exam did better on the receptive part and correspondingly students that studied productively scored higher on the productive part. These results clearly exemplify the importance of practicing both abilities equally while learning a language.

Furthermore, research has demonstrated a connection between learning vocabulary productively and successful reading comprehension. It has previously been established that increasing learners' vocabulary size is fundamental for successful reading comprehension (Laufer&Ravenhorst-Kalovski, 2010; Schmitt, 2010; Nation, 2013; Hu & Nation, 2000). However, it is also important for sufficient reading comprehension that the reader's vocabulary knowledge is quickly and easily accessed from memory. The strength of a reader's vocabulary knowledge, such as only knowing a word receptively or also knowing it productively, influences how long it takes a reader to decode a text and can also predict how well he or she understands it (Laufer, 1997; Hellekjær, 2008). This indicates that knowing vocabulary productively greatly facilitates reading comprehension. The implication is that focusing more on learners' productive abilities not only improves their productive skills but also their receptive skills such as reading.

According to Nation (2013) the relationship between lexical knowledge and the ability to produce a written text is the least known out of the four skills (reading, speaking, hearing and writing). However, even though knowing a limited number of words, e.g. 2,000- 3,000 word

families, will allow a learner to express quite a few ideas within graded reader programs it is not enough for writing adequate texts in other domains. This underlines the importance of learners acquiring specialized vocabulary both receptively and productively to be able to convey ideas in other settings such as at academic level (Nation, 2001).

## **1.2 Word knowledge**

When does one know a word? That is the question researchers of second language acquisition have to ask themselves in order to study vocabulary learning and vocabulary teaching. A simple, straightforward answer to the question would be that most people associate word knowledge with knowing the meaning of a word and also how to use it correctly in various contexts (Ma 2009: 27). Nation (2001: 27) has taken this question further and divided word knowledge into nine different aspects. At the first general level there are three aspects called word form, word meaning and word use. Each of the three general aspects of word knowledge is then subdivided into three other aspects. Word form is divided into spoken form, written form and word parts. Word meaning is divided into form and meaning, concepts and referents, and associations. Word use is divided into grammatical functions, collocations and constraints on use.

To be able to both understand and produce new vocabulary are other important aspects dealt with within second language vocabulary acquisition. Nation (2001) divides word knowledge into the above mentioned nine aspects, but he also divides each of the aspects into receptive knowledge and productive knowledge. By doing this Nation claims that all aspects of what it means to know a word are covered. For instance, knowing about the spoken form of a word includes both knowing what a word sounds like (receptive) and how to pronounce it (productive). Knowing about the use and grammatical functions of words includes knowing in what patterns a word occurs (receptive) and in what patterns a word should be used (productive) (Nation 2001: 27). The two terms, receptive and productive knowledge, relate to the four language skills; listening, reading, writing and speaking. A distinction is made between listening and reading as receptive skills, for example to know what a word looks and sounds like, and writing and speaking as productive skills, for example to know how a word should be written and spelled (Nation 2001: 24-27). Receptive knowledge is sometimes described as passive knowledge and productive knowledge as active knowledge (Nation 2001; Ma 2009; Milton 2009). Ma (2009: 40) claims that Nation's definition of productive and receptive knowledge implies that the receptive, or passive, vocabulary is much bigger than the productive, or active,

vocabulary. This also implies that receptive skills antecede productive skills and that productive knowledge is harder to obtain than receptive knowledge.

Another distinction when it comes to word knowledge is made between vocabulary breadth and vocabulary depth (Ma 2009; Milton 2009). This distinction is made between how many words a learner knows, i.e. vocabulary breadth, and how much and what the learner knows about these words, i.e. vocabulary depth (Ma 2009; Milton 2009). Vocabulary breadth is a quantitative aspect of word knowledge and it only relates to surface knowledge of a word, whereas vocabulary depth relates to the quality of word knowledge (Ma 2009: 35-36). However, to characterize word knowledge as either breadth of knowledge or depth of knowledge may be hard since a learner may in fact know the form of many second language words, i.e. the learner has surface knowledge of many words, but does not really know the meaning of them and therefore cannot make use of those words, i.e. the learner has no deep knowledge of the words (Milton 2009: 13). Ma (2009: 37) suggests that there is a close link between breadth and depth of vocabulary knowledge and claims that they are both equally important to fully comprehend a text. However, there is disagreement on the relative importance of vocabulary breadth and vocabulary depth. Laufer et al. (2004: 209) claim that having breadth of vocabulary is more important than having deeper knowledge of a few words. (Allan, 2010, p. 112), on the other hand, argues that learners do not only need to recognize words and their meanings but “they need to know how to use the words appropriately to express their own meanings.”

Blake (2013: 56) makes the claim that a second language learner who is lacking the needed vocabulary depth or breadth will have difficulties with reading any large amount of authentic texts. Milton (2009: 44-51) states that a learner must know 95% of the vocabulary of a text to fully understand that text. Just knowing the most frequent words would not make a text comprehensible. According to Ma (2009: 35-36), to truly understand 95% of a text, a minimum of 5,000 words has to be known in the second language, or 3,000 word families. To have full coverage of a text though, the number of words a reader must know is 87,000. To have 99% text coverage the number of words is 44,000 (Nation 2001: 15). Consequently, the broader the vocabulary, the more will be understood from reading or listening. The number of words known will also affect how well a person is able to express herself when writing or speaking. Laufer et al. (2004:209) also point to vocabulary breadth as being closely related to overall language proficiency.

Having depth of word knowledge includes knowing about associations and collocations. Thus, to be able to say that a person knows a word in depth that person has to be able to come up

with synonyms and to know what words must be used together with a particular word, i.e. collocations (Nation 2001: 27). This dimension of word knowledge also includes knowing how to pronounce a word, knowing how to spell it and knowing how and when it can be used. Hence, whether a learner has a deep knowledge of a word depends on whether he or she knows about the different features of the word and how to link it with other words (Ma 2009: 37). Thus, two learners might possess the same vocabulary size, i.e. the same breadth of vocabulary, but that does not mean that they both possess the exact same knowledge of words. This can explain why two such learners may perform very different results in communication or on academic examinations (Milton 2009: 150).

Ma (2009: 40) considers vocabulary breadth and depth and receptive and productive vocabulary to go hand in hand and therefore argues that it might be hard to distinguish between the two concepts. Ma says, "Knowing a vocabulary item receptively is likely to require only shallow knowledge as covered by breadth; to know a word productively is likely to involve deep knowledge which may include various components covered by depth." Corson (1995: 44-45), on the other hand, claims that active vocabulary, i.e. productive vocabulary, is included in the passive, i.e. receptive, vocabulary. He also includes three other types of vocabulary; words that are not used very often and therefore not always available in mind, words that are not entirely known and words that are not used actively because of avoidance. To sum up, word knowledge can certainly include various aspects. Word knowledge might mean knowing what a word looks or sounds like, i.e. having surface knowledge as covered by breadth and knowing a word receptively. Word knowledge might also mean knowing many 5 aspects of a word and also knowing how to use the word in different contexts, i.e. knowing a word in depth and being able to use it productively.

### **1.3 The History of Learning Language and Vocabulary**

The history of language learning shows what a significant contribution was made to the development of this field. In particular, the development of events is described in "Journal on English Language Teaching" by such scholars as: A Karami, KM Howlett, FA Bowles.

Since the first words were spoken, learning new vocabulary has been a part of everyone's life. The general understanding is that vocabulary is a living organism that changes throughout time. The concept of vocabulary is almost alive. So, what prompted educators to begin learning vocabulary? One of the fundamental components of any language is vocabulary. Learning a new language may be challenging, and languages have been taught in a variety of ways for millennia.

The first approach in the study of language and vocabulary was the grammatical translation method. The majority of those who were educated this way were not natural English speakers (Lai, 2009). As a foundation, the technique relied on students' basic knowledge (primarily their mother language).

For the majority of the 18th century, the Grammar Translation method was widely regarded as the most effective method of teaching new vocabulary (Medina, 1985). Educators would replace unknown terms with words that children are already familiar with. "...under the (Grammar Translation) technique, pupils tend to be good test takers rather than knowledgeable English-language users," according to (Lai,2009,p. 2). On paper, students were proficient, but they lacked the flexibility to employ new language independently. The Grammar Translation Method is still used around the world and has some worth, but more successful ways have been developed.

When teaching students new languages, several countries still employ and demand The Grammar Translation Method. When educators utilize this, it sparks a dispute.

Educators began to explore questions regarding vocabulary retention and everyday usage after many years of studying vocabulary and grammar solely through rewriting and repetition. Henry Sweet was one of the scholars who realized the need for a shift in the way children learnt language. Sweet taught using "practical philology," which meant he encouraged students to apply what they had learned in the classroom to their daily lives (as cited in Grenfell, 2002, p. 12). (Practical philology) is a hybrid of 'living philology,' which was founded on phonetics and psychology, and the 'practical study of languages,' which meant learning to understand, speak, write, and read a foreign language, according to (Grenfell,2002). In other words, 'practical philology' refers to the application of general language principles.

Sweet's thoughts on language learning were quite innovative for the late nineteenth century. His approach to learning was transformed by his manner of incorporating the learner into the equation. It also shifted educators' perspectives on the language acquisition process.

Sweet taught language and vocabulary through a five-step technique. Language learning was a dynamic and ever-changing process (Marciniak& Perez-Martinez, 2010, p. 7). The five-stage method was developed in response to how a person or learner might utilize language. The mechanical stage, the grammatical stage, the archaic stage, the idiomatic stage, and the literary stage were the stages of his curriculum (Marciniak& Perez-Martinez, 2010, p.7). Each step focused on a different aspect of the language.

The direct technique was the next step in language acquisition theories. Many language schools followed the direct method, which was established by Sauvuer and Berlitz at the turn of the century. The Direct Method necessitates the student's complete immersion in the language. It is forbidden to translate the new words. This is an intensive and successful method of language acquisition for students learning non-native languages. The success of the co-commercial founder's language schools around the world can be used to gauge the method's effectiveness by Wiskin. Many language schools adopt this strategy, however the quality of the lesson is entirely dependent on the educator's knowledge. If the teacher is unfamiliar with the technique, students may feel frustrated and attempt to communicate in their native language (Krashen, 1989, p.51)

The school system has implemented a variation of the Direct Method in Spanish immersion programs in elementary schools. This strategy, on the other hand, does not translate well into native speakers learning new words in their own tongue. "A sequence of questions in the target language based on the dialogue or an anecdotal narrative is the recommended sort of exercise." The target language is used to answer questions." (Mora, 2017, para. 7). The strategy emphasizes the repetition of new words as well as their informal use. While this method appears to be widely employed to teach new language learners, its widespread adoption into the mainstream education system is unlikely and unlikely to be effective in teaching.

The Reading Method is another method for learning vocabulary and language. Unlike the other approaches discussed, The Reading Method prioritized students reading the new language they were learning ("Second and Foreign Language Teaching Methods," 2014). The educator was able to swiftly expand his vocabulary by focusing on reading. Students were urged to focus on reading, and basic grammar was only taught to help them improve their reading fluency ("Second and Foreign Language Teaching Methods," 2014). This strategy also includes the reintroduction of translation to help pupils improve their fluency.

The Lexical Approach is the final strategy that has had an impact on how children are taught vocabulary and language. The Lexical Approach employs lexical chunks, or groups of words, to assist students in identifying patterns in the text (Islam and Timmis, 2004). Students can then locate these pieces and use them to learn new phrases and communicate in a familiar setting. The positive significance of lexical chunks has been stressed by numerous scholars who hold that the use of chunks can be considered a good method to be adopted by language learners to boost their L2 learning, according to (Seyyedrezaie and Ziafar, 2014, p. 60).

The Lexical Approach is a powerful tool for improving a student's language skills. Grammar, on the other hand, is not stressed in the pupils' writing or speaking, as it is in many other current approaches.

The Lexical Approach has the added benefit of allowing students to scaffold their own reading and communication skills in their new language (Maftoon&Ziafar, 2013, p. 61). Due to their memorization of a few lexical chunks, students are able to achieve greater skill sets. (РоманС.В., 2003, p.78)

This allows learners to study at a higher level than they are now capable of and boosts their ability to memorize more lexical pieces. Many linguistic and vocabulary methods have been employed throughout history. Some of the approaches have proven to be more effective than others, but educators have found success in the classroom by combining many of them.

#### **1.4 Current Vocabulary Acquisition Practices**

When teaching English, you should rely on both traditional teaching methods and modern forms. Thanks to the development of technology in English lessons, you can use a new teaching method that will allow students to learn new words in an interesting and high quality way. You can learn about the new teaching methods from the Professional Journal of English Education (Tampubolon W., Sinamo F., Saragih E., 2022).

The way kids learn and use vocabulary has a significant impact on their future success. "Perhaps the greatest tools we can give pupils for excelling, not only in their schooling but more broadly in life, is a vast, rich vocabulary and the abilities for employing those words," (Pikulski and Templeton,2004,p. 1). The way instructors approach and build a student's vocabulary has a significant impact on how they perceive the world. "Our language abilities and word knowledge have a significant impact on our ability to function in today's complicated social and economic situations."(Pikulski and Templeton,2004, p. 1). The development of vocabulary is critical to the pupils' ability to function in the world and in the future.

Many of the tactics presented in this study are a combination of those utilized in schools today. Many educators, on the other hand, consider the topic of what language to teach and to which groups of pupils to teach it. "Response to intervention (RTI) is best understood as a paradigm used to guide attempts to teach (intervention) based on assessments of child growth (response) and grounded in the idea of prevention," according to (Sailor,2009, p. 3). Response to Intervention (RTI) provides instructors with a tool to assist kids lay a foundation, regardless of their starting point. Educators can support each student by using a personalised learning plan



depending on their skill level. Students who begin with higher levels of vocabulary knowledge make greater gains through direct vocabulary instruction than students who begin with lower levels of vocabulary knowledge, according to (Loftus and Coyne,2013). As a result, it appears that classroom-based vocabulary instruction does not adequately address the needs of kids with limited vocabulary knowledge. (p. 8)

Because of the disparity in vocabulary knowledge in the classroom, it is critical for teachers to address the problem by implementing tactics that benefit all children. The RTI technique is a three-tiered system in the classroom that focuses on kids' specific needs (Sailor, 2009, p. 4). Students are exposed to and taught the general education lesson plan during Tier 1. (Harrison, 2015,p.2). "Classroom teachers or instructional assistants conduct Tier 2 interventions." (Harrison,2015). Tier 2 interventions are designed to supplement rather than replace Tier 1 instruction. Supplemental instruction addresses particular student needs identified during Tier 1 assessment and instruction (p. 3). Tier 2 interventions enhance and scaffold teachings so that students can achieve a higher level of understanding. Tier 3 interventions are often carried out by special education experts and involve extensive monitoring to address each student's individual requirements (Harrison, 2015, p. 4). In general, the RTI strategy employs a personalized approach to meet each student's vocabulary requirements. This strategy is one way to ensure that, regardless of the vocabulary method used to educate pupils, the level of rigor in the classroom is maintained at a high level.

### **1.5 The Importance of Learning Vocabulary from Context**

When starting to study a foreign language, it is important to pay attention to the fact that not only grammar but also vocabulary. Learn the language, perhaps, only if the student has a rich vocabulary.

Learning how to deduce meaning from new words in context is a skill that our pupils must master. This skill is divided into two sections to examine. To begin, let's define "vocabulary from context." Second, the significance of honing the ability to define new terminology from context.

According to Heverly vocabulary lessons in the past and present do not improve pupils' vocabulary, but rather confuse them. "Many pupils could learn dozens of dictionary definitions, but I never had the impression that these words formed 21 part of the students' lexicons" (Heverly, 2011, p. 98). The students in the study did not learn the words spontaneously, and the new words did not stick with them in their personal lexicon. He came to the conclusion that

pupils should learn vocabulary while the words are being used. This contextual integration is what helps people remember new words.

A teacher must introduce children to new terminology both vocally and in writing to enhance the learning process. As a result, "vocabulary from context" is learned as the new vocabulary is correctly and appropriately employed. "Incidental vocabulary acquisition plays a key role in the comprehension processes of emerging readers and adult skilled readers." (Mohamed, 2015, p. 172). They went on to say that proficient readers learn six to twenty-five new words every day, with reading providing the majority of the new terms. Although the study does not address untrained readers, it does highlight the importance of teaching children how to deduce the meaning of new words from the context of the text to which they are exposed. Elleman, Lindo, Morphy, and Compton wrote in 2009 that "children are better able to understand what they read with a stronger comprehension of terms and improved vocabulary, which leads to increased text exposure." As demonstrated by Stanovich's 'Matthew Effects,' vocabulary and comprehension have a reciprocal causal relationship. (Mohamed, 2015, p. 3)

As kids learn, Matthew's Effects refers to the widening of the achievement gap. Weak readers lag behind, whereas stronger readers flourish. Building the skills needed to grasp vocabulary in context could help close the racial gap in vocabulary achievement.

With the ever-widening achievement gap hovering over teachers around the country, it's critical to address the factors that could help bridge the gap. "Although fluent reading does help vocabulary growth, by the time this happens, the trajectory that they were on when they entered school, be it good or bad, cannot be undone," (Krashen, 1989, p.51). For impoverished pupils, the gap is becoming insurmountable" (p. 207). In the classroom, new language acquisition must be fostered. To reduce the gap between underprivileged and advantaged pupils, teachers must encourage and challenge students to expand their vocabulary (Krashen, 1989, p.51)

There must be structural vocabulary activities in place to enhance classroom learning. When talking about vocabulary curricula, one of the topics that comes up is intentional vs unintentional vocabulary learning. When kids are introduced to new words by accident, there is no official assistance to help them increase their vocabulary, whereas intentional acquisition includes built-in curricular support (ВакулєнкоО.,2009)

According to Baleghizadeh and Shahry there are two types of vocabulary learning: purposeful and unintentional. Each methodology is seen to be a solid way to learn vocabulary, but each has its own set of drawbacks. "Having learners guess the meaning of terms from context

has been found to be an unreliable technique to vocabulary learning in that learners tend not to have a strong sense of the accuracy of their predictions," (Baleghizadeh and Shahry,2011). Although incidental learning of new vocabulary may have problems, it is a vital step toward learning to define vocabulary. While Haverly would disagree, Baleghizadeh and Shahry noted that assuming pupils can learn new terminology without assistance is foolish. Instead, they proposed that: "...both purposeful and incidental vocabulary learning are frequent learner techniques, and that the two are complementary in the sense that learners learn words both by studying individual words and by learning them after encountering them in context (Marciniak & Perez-Martinez, 2010, p.7).

As a result, this argument, when combined with the testimony of numerous language learners and 23 teachers, emphasizes the relevance of incidental vocabulary learning as a supplement to overall vocabulary development. (Baleghizadeh and Shahry,2011, p. 3.)

Accidentally teaching children new vocabulary is not an effective technique to teach them new words. However, both purposeful and incidental learning are crucial for students to learn new vocabulary items.

In the same way, learning new language solely for the purpose of learning is ineffective. "It is vital to appreciate how inadequate definitions are as the foundation for vocabulary education." (Anderson and Nagy,1993). The unquestioned assumption is that knowing a definition is equivalent to knowing the meaning of a word." (Anderson and Nagy,1993,p. 9). Memorization isn't the same as learning. Yet, as Fisher and Frey, pointed out, vocabulary training is frequently separated from other components of the instructional day, particularly in core area learning. It's far too common to give kids a list of words (generally technical terminology) that will be used in a social studies or science class, then ask them to search them up and create definitions so that they can compose single sentences.

When it comes to vocabulary retention, the classic methods of assigning dictionary definitions are proving insufficient. "...definitions define words by combining them with other words." If meanings are to connect with actions, things, ideas, and feelings, the circle of words must be broken at some point" (Anderson & Nagy, 1993, p. 10). To retain meaning, students must build connections. Learners may not be able to make connections in all intentional vocabulary lessons.

## 1.6 Vocabulary Teaching Strategies and Their Effectiveness

In modern English, there are many different strategies for better learning the vocabulary, as it is essential to choose the one that will quickly and efficiently affect the development of abilities to learn new words for the student.

Teaching high school students contextual vocabulary skills might be difficult. Many journal articles, for example, are devoted to just defining "context." Engelbart and Theuerkaf concluded in one piece that there are two sorts of vocabulary learning contexts: verbal and nonverbal. Learning vocabulary from context is difficult for three reasons, according to Engelbart and Theuerkaf learning versus retention, single phrase context versus extensive texts, and the learners past vocabulary knowledge. People learn language from their surroundings in general, but the optimum approach to learn is yet unknown. It has been discovered that using a person's past knowledge to learn new terminology is an efficient method (Engelbart&Theuerkaf, 1999, p. 66). This may be a problem at a diverse school because of the wide range of student experiences.

Each classroom has a variety of student levels, as well as a variety of other factors that can influence learning. "By middle and high school years, kids are expected to use reading as a method for learning, locating, and using knowledge," according to (Connor, Alberto, Compton, and O'Connor,2014). Slow progress in any of these dimensions may indicate reading difficulties or disabilities".It is critical to have a thorough grasp of the pupils and how they learn along the vocabulary education journey. The potential pupils must be considered while developing a good program.

As previously indicated, vocabulary memorization is obsolete. Instead, kids must learn language in an organic way so that they may utilize it in an organic way. Students must observe the word being used in a book and understand the meaning of the new word from context to learn vocabulary naturally. There are two ways to learn vocabulary: indirectly and directly (Nelson & Stage, 2007)."Indirect vocabulary building" is defined by Nelson and Stage as "learning words mostly through exposure—through talks with others, being read to, or reading on one's own" (Nelson & Stage, 2007). Specific instruction is required to learn direct reading. While both strategies have merits, it is unclear which gives the best results in terms of vocabulary knowledge and retention.

While how a student learns is crucial, it is a student's past knowledge that allows them to build connections with new terms. Marzano's six-step strategy for teaching vocabulary

effectively is cited by the Newaygo County Regional Educational Service Agency. In the classroom, Marzano felt that teachers and students should have a symbiotic relationship. Marzano's six-step process assists educators in making connections for kids. The procedure is straightforward but effective:

1. Describe, explain, or give an example of the new phrase.
  2. Have students rephrase the description, explanation, or example.
  3. Have pupils create a drawing, symbol, or visual to represent the word.
  4. Involve students in activities that assist them expand their understanding of the terms in their notebooks on a regular basis.
  5. Ask students to debate the words with one another on a regular basis.
  6. Involve pupils in games that allow them to play with terminology on a regular basis.
- (Newaygo County Regional Educational Service Agency, 2004).

Marzano advised that pupils construct new academic terminology on top of their existing vocabulary.

The debate about how to teach vocabulary in the classroom is still going strong. Numerous studies have demonstrated that either direct or indirect education is more effective. According to several studies, both tactics are equally effective in teaching pupils new vocabulary (Webb, 2007). According to the facts, a blended approach is the best way to teach new vocabulary skills. Students can learn in a varied environment and appeal to multiple learning styles at the same time by acquiring vocabulary both directly and indirectly.

### **1.7 Strategies for Teaching Vocabulary from Context**

An integral part of learning new words is the ability to use strategies from the context. Students must be able to look for key meanings in texts and thus improve their knowledge.

Skills Increasing a student's language knowledge is a difficult task. Students learn and remember vocabulary best when it is taught in an indirect manner. Indirect teaching allows pupils to learn new words on their own time. The author proposes that pupils be taught how to better learn words from context. "Context hints are particularly crucial for widely interpreting literature as well as for explicitly acquiring new terms," (Greenwood and Flanigan, 2007, p. 4).

Educators must expose children to a variety of words and how they relate to one another in a book for pupils to learn effectively via context tactics. Students must have prior understanding of terminology in their current lexicon in order to build connections with other terms. In a class she was teaching, Toth grappled with this. "I realized my kids didn't have the background knowledge to generate comparison and contrast, so I focused on connecting within the text," she says (Toth, 2013, p.204).

"Students may "learn" words as isolated meanings, but they don't necessarily connect these meanings back to the overall context of the passage," (Greenwood and Flanigan,2007). It is the educator's responsibility to assist students in making these connections and to gradually develop abilities that will allow them to establish connections on their own.

### **1.8 Procedure of revising vocabulary knowledge**

Learning English is not an easy long-term process, so it is important that the new words learned by the student are learned. Thus, you should check the acquisition of new words after each or every second lesson, and try to use new words in everyday life. An important aspect of teaching is also to teach the student to learn (Marciniak & Perez-Martinez, 2010, p.7).

Most English teachers place a strong emphasis on vocabulary in their classes. Students are continuously exposed to new words as they read the novels in class. Professional Learning Community (PLC) already tests students on approximately twenty-five words per unit. The PLC has prepared worksheets to assist students in expanding their vocabulary and learning new words. The vocabulary words that the PLC has agreed to examine are, however, fairly sophisticated, and many of the kids still struggle with words that are far less complicated. The idea is to educate kids how to infer meaning from unknown words so that they can learn new vocabulary without having to memorize it directly. To achieve this purpose, the curriculum will include weekly exercises that will assist students develop context vocabulary abilities.

During the studies, it was introduced to a variety of approaches to increasing vocabulary and teaching certain skills. Nelson and Stage looked at the instructional approaches used to teach vocabulary to elaborate on the challenge of teaching vocabulary. According to them, "it suggests that (teachers) have not yet sought to teach children the numerous meanings for a term." Explicitly educating pupils that most words they come across have numerous meanings and can fall into different semantic categories (e.g., verb, noun, adjective) depending on the context. (Nelson and Stage, 2007,p. 2)

When the English language is anything but one-dimensional, teaching vocabulary has historically been one-dimensional. Words can have a variety of meanings and consequences depending on their context. Students must approach vocabulary skills from a variety of perspectives in order to learn them effectively. Reading is a well-known and effective practice. Some people believe that forcing pupils to read is the most effective way to improve their vocabulary and knowledge. The Reading Method was examined in Chapter 2 as a method for pupils to acquire vocabulary. While the Reading Method has virtues, the author believes that many pupils lack the capacity to infer the meaning of words they are having difficulty with. To ensure that the skill is learnt, the Reading Method must be reinforced with other approaches.

Reading, according to Heverly is the best approach for pupils to learn vocabulary. Heverly believed that before a pupil can learn to infer meaning, they must be exposed to more words. While Haverly makes an excellent point, the Reading technique is not appropriate in all classrooms. Due to urban school demographics and socio-economic difficulties, teachers cannot constantly assign work outside of the classroom. Due to students' home life and duties to their families, the urban environment does not often allow for assigned reading outside of the classroom. As a result, the technique needed to modify Heverly's principles and apply them to classroom reading in some way.

Greenwood and Flanigan wrote another essay that expanded on Haverly's concept. Students in Greenwood and Flanigan's study not only learn new vocabulary, but they also utilize critical thinking abilities to put them to use. "Students must view and discuss various levels of context explicitness in order to assess for themselves how supportive the environment is." (Greenwood & Flanigan, 2007, p. 250). Gradient semantics is a concept developed by Greenwood and Flanigan. Students are exposed to "shades of meaning" within a group of synonyms using gradient semantics (Greenwood & Flanigan, 2007). Students can then add to their existing vocabulary, making it easier for them to connect new words to their previous knowledge. While this exercise appears to be helpful in many schools, without certain changes to fit the school's student demographic, the semantic gradient technique will not meet the urgent demands of urban children.

The acquisition of new language has benefited from sheltered learning strategies. SIOP provides a detailed (operational) description of sheltered instruction (in which content is made accessible, or sheltered for language learners) and provides teachers with practical step-by-step guides: from lesson preparation and instruction to lesson implementation that will enable ELLs to understand their grade-level content lessons, according to Park.

SIOP makes use of scaffolding to help pupils learn new words. This strategy would also benefit native language speakers who are studying their native tongue. Because the bulk of the students are native speakers, the curriculum will simply cover the interaction and application aspects. "Students have the opportunity to practice the target language, negotiate meanings, clarify concepts, ask and answer questions, and provide and justify viewpoints through interaction," (Park,2008, said p. 4). It's critical to schedule time for pupils to connect with new vocabulary and practice using new lexical chunks.

Gradient semantics builds new vocabulary and contextual awareness by utilizing a student's prior knowledge. Although the concept of gradient semantics is sound, it cannot be used as a vocabulary tool in a high school classroom. Activities that use gradient semantics are a fantastic approach to scaffold vocabulary learning. The example allows pupils to expand their vocabulary by incorporating context hints and background language (БугріНА., 2020, p. 127).

A vocabulary exam and exercises designed by the author's Professional Learning Community (PLC) will be used in addition to gradient semantic activities. Direct and indirect teaching techniques are used in the PLC exercises. Students employ inference skills to look up dictionary definitions. The worksheets do not expand on a word's definition, but they do discuss how the vocabulary is used in the novels we're reading. Each quiz includes an activity worksheet that students can use to develop their direct and indirect vocabulary skills.

The PLC constructed an assessment to collect data to gauge student development as a teaching tool, not as part of a research. Formative and summative assessment tools were developed by the PLC. Each lesson will include up to four formative quizzes (and a summative assessment. The terms are picked for their everyday use and are drawn from the stories we read. The learner practices each new word in four ways: learning it from context, making an informal definition, looking up a formal definition, and utilizing it in a phrase. After that, pupils are graded on the new words they have learned.

The paper provides a supplement to the English curriculum that can be used in the classroom. The overall purpose is to continue with the regular curriculum while building vocabulary context abilities. Educators can include the extra vocabulary curriculum into any topic they are teaching. The report recommends using a combination of research-based curriculum ideas and semantic gradient exercises with students. By creating connections to their past knowledge, semantic gradient activities assist students in identifying new vocabulary words."Knowledge of a few "anchor words" can benefit children in learning the other terms along the continuum," (Greenwood and Flanigan,2007).A lack of a solid lexicon is part of the



vocabulary acquisition issue for students. The inclusion of semantic gradient exercises, sheltered instruction, and context-building activities already included in the curriculum will help students develop their vocabulary (БугрінА., 2020, p. 127).

### **1.9 Background for Integrated Curricular Framework**

When drawing up plans, it is necessary to pay attention to the legal framework and the basic requirements approved by the Ministry of Education and Science of Ukraine.

In the field of education, vocabulary instruction can be a contentious topic. Although most educators believe that kids require vocabulary assistance, there is some dispute over how to teach new vocabulary to students. The vocabulary of a person is always changing and evolving. Many different procedures are used to learn new vocabulary, but not all of them can be recreated in the classroom.

Grammar Translation was traditionally used to teach vocabulary. When using the Grammar Translation approach, pupils are given unfamiliar terms to compare to ones they are already familiar with. "...under the (Grammar Translation) method, students tend to be good test takers rather than knowledgeable English-language users".(Lai, 2009, p. 18).For generations, teachers in the United States have used this strategy to teach students; however, children only learn the basic definition of the word and lack the capacity to apply it in real-life scenarios. While the Grammar Translation approach improves students' rote memory, it is not an ideal solution for teaching new vocabulary in the classroom.

The Direct Approach is another vocabulary teaching method that has been adopted by educators. In the United States, the Direct Method is widely used in education. The Direct Method necessitates that the pupils be completely immersed in the unfamiliar vocabulary. While this strategy works well for people who don't speak the language they're studying, it's not ideal for native speakers learning new vocabulary. While in an immersed curriculum, unknown words can be clarified from context, it is difficult for educators to include new words and context cues into the lesson.

The Reading Method requires pupils to learn new vocabulary through reading literature and other forms of text.(Marciniak& Perez-Martinez, 2010). The reader is in charge of their own vocabulary development. This strategy empowers students, but there is little assistance from the educator, which might lead to kids receiving mixed messages. The Grammar Translation method is significantly used in the Reading Method. When students come across an unfamiliar word, they frequently look it up in a dictionary.

When students rely on a quick definition for an unknown term, they are less likely to use their vocabulary, and the unknown word is more likely to be forgotten. Finally, the Lexical Approach trains students to use "lexical chunks" to define unfamiliar words. These lexical chunks are collections of words that are frequently used together or chunked. The pupils memorize the chunks and can deduce the meaning of unfamiliar terms by recognizing words in the vicinity of the unfamiliar vocabulary. The Lexical Approach, like the Grammar Translation method, uses many of the same techniques.

The aforementioned ways of vocabulary learning should be combined in an efficient vocabulary curriculum. Students can learn new vocabulary in a variety of ways and build several connections to a single unknown word by combining multiple strategies. Students will be able to study and practice vocabulary acquisition skills using the methods indicated. Students will be able to define unknown terms with minimal effort by combining portions of each approach.

### **1.10 Explicit and implicit learning**

From a pedagogical point of view, it is necessary to notice which way of learning is best for the student. During teaching, you should use both types of learning, such as explicit and implicit, and explore which type of learning is best for each student individually.

Another hotly discussed topic among second language acquisition experts is whether explicit or implicit learning is the best technique to learn new vocabulary. The behaviorist theory of implicit vocabulary learning states that new language is "learned completely subconsciously as a result of abstraction from repeated exposures in a variety of activated circumstances" (Ellis 1994,p.219). The explicit vocabulary learning hypothesis, on the other hand, would support the adoption of planned procedures to actively pay attention to acquiring new words (Chacón-Beltrán,2010,p. 4).

Implicit learning is a word that is commonly interchanged with unintentional learning, unplanned learning, and accidental learning. These expressions imply that new words can be picked up as a result of other classroom activities like interaction, listening, and reading (Milton, 2009,p.219). Some experts even claim that the implicit learning process is completely unconscious (Reber,1991,p.888). Without any explicit instructions, prolonged reading, i.e. reading a high number of books each term, leads to vocabulary expansion, according to research. As a result, vocabulary can be learned invisibly (Lightbown and Spada, 2006,p.146).According to Krashen children who spend a lot of their free time reading books do better on school vocabulary examinations. However, according to Milton while studies have shown that

vocabulary can be learned implicitly by reading, the results are not particularly striking because the quantity of acquired words is quite modest. As a result, according to Milton, 2009 implicit learning exercises rarely result in significant vocabulary expansion.

New vocabulary can clearly be acquired implicitly in both classroom and extracurricular activities. As previously stated, reading is one kind of implicit vocabulary learning, but implicit learning is not limited to the written form (Krashen, 1989, Lightbown and Spada, 2006). Teacher speak is an important source for learning another language because a lot of vocabulary is learned through oral input (Milton, 2009, p. 212). Oral input occurs in the L2 when listening to songs or watching movies, according to Milton.

Although some studies suggest that vocabulary can be learned implicitly, a growing body of evidence suggests that vocabulary is best learned by actively paying attention to new terms and getting specific instructions (Lightbown and Spada, 2006; Milton, 2009; Allan, 2010). According to Milton learners who are explicitly taught language in classroom activities develop a higher vocabulary than those who learn vocabulary implicitly. As a result, learners who are clearly taught will improve their L2 efficiency. Allan discovered that explicit vocabulary acquisition boosted vocabulary depth in a group of adult English learners. The exercises were created to assess many facets of word knowledge, including word meaning, context, and collocations. The participants who had received explicit vocabulary instruction were tested on both productive and receptive word knowledge. Schmitt also presents studies that show that learners learn more words when they deliberately pay attention to and focus on learning vocabulary than when they learn words implicitly or incidentally. According to López-Jiménez students who use bilingual dictionaries to look up unknown words while reading not only expand their vocabulary, but also score higher on reading comprehension tests than students who rely solely on the context of the text to understand the meaning of the words. López-Jiménez's study of textbooks for teaching English to students who are not native English speakers also shows that vocabulary must be explicitly provided for pupils to completely understand the meaning of new words.

According to studies, exams that push students to actually utilize new vocabulary result in the best vocabulary gain (Hulstijn and Laufer, 2001; Atay and Kurt, 2006). Hulstijn and Laufer conducted a study that found that students who read a text with gaps in it and then had to fill in the ten missing words, which were provided along with explanations in a list beside them, learned the vocabulary better than students who had the full text plus the ten word explanations in both the first and second language (L1) (L2). Atay and Kurt cite a similar study that found that

reading a text while specifically treating vocabulary through activities resulted in better vocabulary acquisition than reading a text without expressly treating vocabulary. However, in Hulstijn and Laufer's study, the test that demonstrated the greatest retention of vocabulary was one in which students had to construct their own text with the same ten terms. As a result, when learners are involved in tasks that demand them to not only pay attention to new words but also utilize them in production, new vocabulary is learnt to a larger extent.

Despite what the research implies, it may not be able to tell whether vocabulary is learned implicitly or explicitly, because different components of word knowledge are learned in different ways. For example, Milton claims that while identification of a word's phonetic form is learned implicitly, understanding its meaning takes deliberate learning. In fact, most experts in second language acquisition nowadays would recommend combining the two processes for learning vocabulary (Chacón-Beltrán, 2010, p. 6).

### **1.11 How to learn and remember new vocabulary**

English requires modern approaches to learning it. Thus, students are often asked questions such as how best to learn new words to use words in everyday life. To do this, it is necessary to rely on a theoretical basis and on those methods that are best suited for the student personally.

A word cannot be well known with only one exposure, according to Nation, because there is so much information about a single word. As a result, when it comes to really acquiring new words, repetition and recycling of vocabulary are critical. (Nation, 2001; Schmitt, 2010). Repeating and recycling new language in order to learn it satisfactorily, according to Milton is as natural as revising any other newly learned material.

The addition of new words improves the quality and strength of word knowledge (Nation 2001, p. 76). Nation discusses three stages that are necessary in learning new vocabulary. Observation, retrieval, and creative or generative application are the three. The first crucial step, noticing, requires a student to pay attention to the new term and consider it valuable. As a result, motivation and interest are essential variables, according to Nation. The retrieval phase is the second step in remembering a term. A teacher or a dictionary can explain a term that has been noticed. This freshly learned word is more likely to be remembered if it is retrieved during a task. When retrieving the meaning of a new word that has been heard or read, a student will have to apply his or her receptive skills. In order to retrieve the written or spoken form of a word in speech or writing, a learner must use productive retrieval. Because it involves both receipt and

creation, the third step, creative or generative use of the word, is comparable to retrieval in certain ways. (ВакуленкоО.,2009) This third process, on the other hand, entails encountering or using a word in ways that were not previously encountered or learned. According to Nation, this means that the student will be compelled to rethink his or her understanding of a word. Meeting a term in a new context by reading or listening is a receptive process, whereas developing new ways to use the word in other settings is a production process. (Nation, 2001, p. 63-70) The quality and strength of word knowledge grow as a result of these processes.

Another subject addressed by researchers is how many exposures, or repetitions, of a word are required to learn and recall it. Milton cites textbook studies that suggest that the more a word is used and repeated in a textbook, the more learners are exposed to it, and the word is more likely to be remembered. Milton claims that seven repetitions of a new word is sufficient for memory. According to Schmitt research has indicated that different numbers of exposures are required. Some argue that five exposures are sufficient, while others argue that 16 or more are required. This difference in findings, according to Schmitt is attributable to the fact that "the number of exposures necessary to acquire a word depends on a number of parameters, including type of exposure, amount of engagement, and congruence between L2 and L1 form." Researchers advise that learners should be encouraged to keep vocabulary notebooks in order to recall new vocabulary and be able to recycle and repeat words (Schmitt and Schmitt, 1995, p.133). Motivation and engagement have also been identified as crucial components in learning a word after a limited number of encounters. In order to learn and remember a term, an unmotivated and disengaged student would need more interactions with it. Furthermore, tasks that demand less engagement with the word as well as less mental effort, such as written repetition of vocabulary, will necessitate more meetings with the term in order to remember it (Schmitt, 2010).

Other essential aspects in acquiring and remembering new vocabulary include whether it is easy to connect a word's meaning to an item and whether a word has a comparable meaning in the L1. Shorter words are not necessarily easier to learn than longer words. One-syllabic words, such as friend and sing, are not necessarily easier to acquire and retain for a Swedish learner of English than multisyllabic ones, such as international and activity, according to Lightbown and Spada. This is due to the fact that neither the written nor spoken form of the two one-syllabic terms provide any indication of their meaning in Swedish. Students will have to relate the meaning of a word they hear or see to an actual object or activity multiple times before it becomes ingrained in their memory. They also suggest that, despite the fact that longer words like international and activity may appear complicated, are not as commonly used, or are not as

simply explained, some L1 groups of students tend to learn these words after a single or few exposures. This is because these terms have cognates in their L1, which means they have words in the L1 with the identical form and meaning. Lightbown and Spada point out that this isn't always the case, because words with the same form in both the L1 and the L2 aren't always easy to learn, because a similar form doesn't always convey a similar meaning. (Lightbown and Spada, 2006, p. 98-99)

Another debate about the L1 and L2 in vocabulary learning is whether the L1 should be used to explain and define target language words. Many teachers currently consider that the L1 should not be used while explaining vocabulary in the second language, according to Laufer and Nation. It is frequently stated, according to López-Jiménez that employing translations from the L1 "may inhibit the student from building an independent lexicon in the L2." Laufer and Nation argue that using the L1 to communicate meaning and explain a word is very beneficial by citing research that show that doing so does not inhibit learners from acquiring words in the L2. Laufer and Girsai did another study that backs up the importance of using L1 in the language classroom. The use of the L1 to explain differences between words and expressions in the second language is the most effective technique for learners to actually learn a word in the second language, according to their findings. Lins also cites research on the use of the L1 in second language vocabulary acquisition and concludes that providing the L1 translation of a term in an L2 text allows a student to focus on the text's overall content. Lins suggests that using the L1 in the language classroom has beneficial impacts. Milton claims that, despite the fact that traditional bilingual wordlists have become unfashionable in recent years, research shows that lists of translation pairs, i.e. words translated from L1 to L2 or the other way around, are very effective when learners are learning new vocabulary quickly. However, regardless of how words are acquired, it is critical that they are learned in context rather than as isolated pieces (Hedge, 2000, p. 120).

Technology can be extremely beneficial when acquiring vocabulary in a second language. When learners are given the option of looking at photos or video glosses when obtaining a translation of an L2 term, it is believed that the word is more likely to be recalled. There are now websites and apps that allow students to expand and improve their vocabulary in this manner. (Blake, 2013, p. 57) Chatting online or participating in forum conversations is also an efficient approach to increase vocabulary in a second language, according to research. (Polat, 2013, p. 67) Blogs, social networks, and video or computer games are other useful instruments in language learning and vocabulary learning that have spawned a new branch of language research. (Blake, 2013, p. 113-174). However, not all second language teachers have adopted such

instruments. According to Blake, if teachers do not embrace new learning technologies and integrate them into a new pedagogy, they will not only miss out on the enormous benefits of computer-assisted learning [...], social networking, and language games, but they will also lose touch with their own students, who are now wired, networked, and computer-savvy (Blake, 2013).

To summarize, it is critical to recycle and repeat new vocabulary in order to learn and remember it, for example, by using the words in speech or text (Nation, 2001; Milton, 2009). It has also been demonstrated that using the L1 in second language learning improves vocabulary learning, implying that outdated bilingual wordlists are still useful learning aids (Laufer and Girsai, 2008; Milton, 2009; Laufer and Nation, 2012; Lin, 2013). When acquiring new vocabulary in a second language, it is also necessary to listen to English being said in the classroom and to employ technology in language learning (Milton, 2009; Blake, 2013).

It can be emphasized the main theoretical aspects of vocabulary knowledge based on all of the foregoing. The idea is separated into several important topics in the first chapter, including The Importance of Learning Vocabulary from Context, Vocabulary Teaching Strategies and Their Effectiveness, and How to Learn and Remember New Vocabulary.

Summarizing all the above, it can be concluded on the theoretical aspects of the level of knowledge of English vocabulary. During the study of this topic, all the material was analyzed on such theoretical grounds as Receptive and Productive Vocabulary Knowledge, Vocabulary Teaching Strategies and Their Effectiveness, Procedure of Revising Vocabulary Knowledge, Explicit and Implicit Learning.

Thanks to the presented theoretical material, which has been studied by such linguists as Nation, Schmitt, Laufer & Ravenhorst-Kalovski, Ma, it was possible to analyze and choose the most effective method for teaching and assessing the level of knowledge of English vocabulary by 7th grade students.

To sum things up, in order to learn and remember new vocabulary it is important to recycle and repeat the words, for instance by using the words when producing speech or text (Nation 2001; Milton 2009). It has also been shown that the use of the L1 in second language learning has positive effects on vocabulary learning and, therefore, the out-dated bilingual wordlists are actually effective learning tools (Laufer and Girsai 2008; Milton 2009; Laufer and Nation 2012; Lin 2013). To listen to English being spoken in the classroom and to make use of

technology in language learning are other important factors when learning new vocabulary in a second language (Milton 2009; Blake 2013).

Based all on the above, it can be highlighted the main theoretical aspects of the vocabulary knowledge. In the first chapter the theory divided into few main points which include information such as The Importance of Learning Vocabulary from Context, Vocabulary Teaching Strategies and Their Effectiveness ,How to learn and remember new vocabulary.



## PART 2

### CRITERIA FOR EVALUATION OF STUDENT ACHIEVEMENTS IN ENGLISH LANGUAGE

#### **2.1 Analysis of evaluation of works in 7th grade**

Types of assessment of students' academic achievements in foreign languages are current, thematic, semester, annual assessment and state final certification.

Current assessment is the process of establishing the level of student achievement in mastering the content of the subject, skills and abilities in accordance with the requirements of the curriculum. The current assessment is carried out in the process of lesson-by-lesson study of the topic. Its main tasks are: establishing and assessing the levels of understanding and initial mastery of certain elements of the content of the topic, establishing links between them and the mastered content of previous topics, consolidation of knowledge, skills and abilities. In the conditions of introduction of external independent estimation the test form of control and estimation of educational achievements of pupils acquires special value. The information obtained on the basis of current control is the basis for adjusting the teacher's work in the lesson.

Thematic assessment is based on the results of students' mastery of the topic during its study, taking into account current assessments, different types of educational work (practical, independent, creative, control work) and educational activity of students. Before studying the next topic, all students should be acquainted with the duration of the study of the topic (number of classes); the number and subject of obligatory works and terms of their carrying out; evaluation conditions.

Semester assessment in a foreign language is conducted once at the end of the semester for four types of speech activities (listening, speaking, reading, writing), taking into account thematic assessment. The grade for the year is set on the basis of semester grades. If desired, the student has the right to increase the semester grade (in this case, an adjusted grade for the semester).

#### **2.1.1 Assessment of listening skills**

##### *Criteria for assessing student achievement*

Criteria for assessing student achievement in listening are determined by a 12-point scale. They can be grouped by the following levels: *Beginner, Medium, Sufficient, High*.

As for the entry level, such points as 1, 2, 3 belong here.

Grade 1 means that the student recognizes by ear the most common words in speech, which sounds in slow motion.

Grade 2 means that the student recognizes by ear the most common phrases in speech, which sounds in slow motion.

Grade 3 means that the student recognizes by ear some simple uncommon sentences and speech patterns based on the studied language material in speech that sounds in slow motion.

As for the Intermediate level, there are such points as 4,5,6.

Grade 4 means that the student recognizes by ear simple sentences, phrases and speech patterns that sound at a normal pace. Basically understands the content of the listened text, which uses familiar language material.

Grade 5 means that the student understands the main content of the texts presented at a normal pace, based on the studied language material.

Grade 6 means that the student understands the main content of the presented at a normal pace small-volume texts based on the studied language material, which contain a number of unfamiliar words, the meaning of which can be guessed.

As for the Sufficient level, such points as 7, 8, 9 are included.

Grade 7 means that the student understands the main content of the normally presented texts, based on the studied language material, which contain a number of unfamiliar words, the meaning of which can be guessed, perceives most of the necessary information provided in the form of evaluative judgments, descriptions, argumentation.

Grade 8 means that the student understands the basic meaning of standard speech within the subject of situational speech, which may contain a number of unfamiliar words, the meaning of which can be guessed. Basically perceives by ear explicitly provided information.

Grade 9 means that the student understands the main content of speech, which may contain a number of unfamiliar words, the meaning of which can be guessed, as well as perceives the main content of messages and factual information provided in the message.

As for the High level, there are 10,11,12.

Grade 10 means that the student understands the basic content of speech, which may contain a number of unfamiliar words, the meaning of which can be guessed, as well as the basic content of clear messages of varying difficulty.

Grade 11 means that the student understands long speech, which may contain a certain number of unfamiliar words, the meaning of which can be guessed. Is able to find in information texts with unfamiliar material the necessary information provided in the form of evaluative judgments, descriptions, arguments.

Grade 12 means that the student understands the long speech and the main content of the messages, listens to the factual information provided in the message

### **2.1.2 Assessment of reading skills**

Criteria for assessing student achievement in reading are determined by a 12-point scale. They can be grouped by the following levels: Beginner, Medium, Sufficient, High.

A similar grading system applies to such an area of assessment as *reading*. When assessing students' reading skills, the teacher pays special attention to the speed of reading and pronunciation of words. An important factor is also the ability of students to make the right emphasis on the words correct adherence to punctuation and intonation.

Grade 1 means that the student is able to recognize and read individual learned words based on the material studied.

Grade 2 means that the student is able to recognize and read some of the studied phrases based on the material studied.

Grade 3 means that the student is able to recognize and read some simple uncommon sentences based on the material studied.

Grade 4 means that the student is able to read aloud and about himself with an understanding of the main content of the texts based on the studied material. Is able to partially find the necessary information in the form of evaluative judgments, provided that the texts use familiar language material.

Grade 5 means that the student is able to read aloud and about himself with an understanding of the main content of the text, which may contain a number of unfamiliar words, the meaning of which can be guessed. Is able to partially find the necessary information in the form of evaluative judgments, descriptions, provided that the texts use familiar language material.

Grade 6 means that the student is able to read with full comprehension texts that may contain a certain number of unfamiliar words, the meaning of which can be guessed. Is able to find the necessary information in the form of evaluative judgments, descriptions, arguments, provided that the texts use familiar language material.

Grade 7 means that the student is able to read with full understanding and texts that contain a certain number of unfamiliar words, the meaning of which can be guessed; is able to find the necessary information in informative texts.

Grade 8 means that the student is able to read with full understanding texts that contain a certain number of unfamiliar words, find and analyse the necessary information.

Grade 9 means that the student is able to read texts with full understanding, using a dictionary, find the necessary information, analyse it and draw appropriate conclusions.

Grade 10 means that the student is able to read with understanding the main content of the text, analyzes them, understands the text read, establishing logical connections within the sentence and between sentences.

Grade 11 means that the student is able to read texts, analyze them and draw their own conclusions, understands the logical connections within the text and between its individual parts.

Grade 12 means that the student is able to read texts, analyze them and draw conclusions, compare the information with their own experience. Fully understands the topic of the read text of different levels of complexity.

### **2.1.3 Assessment of vocabulary and communication skills**

*The process of assessing speech* takes place according to similar schemes that were given above. The criteria are also divided into 4 levels: Beginner, Medium, Sufficient and High.

Regarding the Beginner level (1, 2, 3). The student knows the most common learned phrases, but does not always use them correctly in speech, makes phonemic errors. The student uses simple uncommon sentences in speech based on the sample, has difficulty solving the communicative task in situations on a given topic, makes phonemic errors.

As for the Intermediate level (4, 5, 6), the student is able to start and maintain a conversation logically, using a limited vocabulary and basic grammatical structures. At the request of the interlocutor gives basic evaluative information, reflecting their own point of view. The student is able to logically build a small monologue and dialogic interaction, making minor mistakes in the use of lexical units. All sounds in the flow of speech are pronounced correctly. The student confidently begins, maintains, resumes and ends the conversation in accordance with the speech situation. All sounds in the speech stream are pronounced right.

With regard to Sufficient level (7, 8,9) The student is able to express coherently in accordance with the learning situation, drawing, make messages on the topic, simple sentences to convey the content of read, heard or seen, maintain a conversation, ask questions and answer The student is able to express himself logically within the studied topics in accordance with the educational situation, as well as in connection with the content of what is read, heard or seen, expressing their own attitude to the subject of speech; is able to maintain a conversation by using short remarks. The student is able to use lexical units and grammatical structures in accordance with the communicative task, does not make phonemic mistakes. in accordance with the communicative task uses lexical units and grammatical structures, does not allow phonemic errors.

As for the High level (10 11 12) The student is able to speak and prepare without preparation within the studied topics, uses grammatical structures and lexical units in accordance with the communicative task, does not make phonemic mistakes. The student is able to logically and to build a monologue and dialogic interaction to a given extent.

#### **2.1.4 Evaluation of writing skills**

*Regarding the assessment of writing skills*, the most important factors are the allowable number of spelling errors and the allowable number of lexical grammatical and stylistic errors.

As for the initial level, the student is able to write the learned words, allowing a large number of spelling mistakes. The student is able to write learned phrases. The student is able to write simple uncommon sentences in accordance with the communicative task, but the content of the message is insufficient in volume to reveal the topic.

As for the Intermediate level, the student is able to write a postcard on the sample, but uses a limited stock of vocabulary and grammatical structures, making mistakes that make it difficult to understand the text. The student is able to write a short message on the sample means of logical communication, there are no connecting clichés, insufficient variety of used structures, models, etc. The student is able to write a short message / letter on the sample in accordance with the communicative task, mediocre variety of used structures, models, etc.

As for the sufficient level, the student is able to write a short report on the studied topic on the model in accordance with the given communicative situation, while making a number of mistakes when using the studied grammatical structures. Mistakes do not violate the perception of the text in the work used idiomatic phrases, connecting clichés, a variety of structures, models, etc. Mistakes do not violate the perception of the text in the work used idiomatic inversions, connecting clichés, a variety of structures, models, etc. The student is able to write a message,

expressing their own attitude to the problem, write a personal letter to the communicative task using a sufficient amount idiomatic inversions, connecting clichés, models, etc.

As for the High level, the student is able to write messages, using lexical items correctly in the context of topics related to everyday life. are provided in the presence of insignificant spellings that do not violate the act of communication (British or American spelling options, spelling errors in geographical names, etc.). The student is able to provide written information in accordance with the communicative task, correctly using lexical units and grammatical structures.

## **2. 2. Evaluation methods**

Every foreign language teacher should consciously approach the choice of methods for assessing student achievement. So first, let's find out what this activity involves.

According to modern notions, assessment means gathering information about the progress of students in learning, changes in their attitude to learning to draw conclusions about their cognitive heritage.

It can be assessed formally (through tests and exams) or informally. Informal assessment can be conducted during the lesson by observing students working and completing tasks, listening carefully to their speech. And you can conduct a formal assessment (for example, to take a test in class) to get other information about the progress of different students.

When planning an evaluation, it should be determined its purpose and decide when and how to conduct it, choose the appropriate methods. When choosing a formal or informal assessment, it analyzes their preferences in each case, based on their objectives, goals and method of scoring. Thus, tasks for formal assessment can be in the form of tests or exams, while in the case of informal assessment, students perform their usual tasks in class or at home.

Formal testing is conducted during the exam, when students sit at desks, silently working on assignments for a limited time under the supervision of the teacher, and receive a grade for it.

Here are examples of formal testing:

- The diagnostic test is conducted at the beginning of the course to determine the strategy for further learning of the apprenticeship.

- A placement test is required when entering a language school or course to properly classify into groups.

- Formative assessment is used when it is needed to adjust the learning process and provide feedback to students about their strengths and weaknesses in learning the topic.

-The summative test is conducted at the end of the semester or course, and students receive a grade for it.

- Formal assessment may aim to determine the general level of language proficiency test, achievement test or part of the course (progress test).

The purpose of informal assessment can be feedback from the teacher (to determine how successful the training was); assisting the teacher in choosing the types of work and materials for future lessons, as well as feedback for students on what they can do and what they still need to work on.

In the case of formal assessment, students receive points (% , A-F, Pass / Fail and others); the teacher keeps records of his / her observations without scoring, or the students themselves keep records of their achievements. Students can make informal assessments themselves. This can be self-assessment or mutual evaluation. To do this, they can be given special checklists. In this way, students become more independent in their learning. In the future, the teacher uses this information when planning the next lessons. Informal assessment is formative in nature.

Tasks for the formal assessment of student achievement can determine levels of mastery of different skills and be more or less close to actual language use, as well as be easier or harder to score.

Examples of informal tasks: filling in the blanks (deleting certain thematic words); ordering of confused sentences; reformulation of sentences; search for errors in the text; multiple choice questions; questions on “Right / Wrong / (Not specified)”; transfer of information (for example, from text to charts, tables, etc.); matching search; logical arrangement of parts of text or drawings; dictation; writing a summary of the text read or heard; guided written assignment; interview; tasks to fill in the missing information that students receive from a partner; scanning; role games; writing an essay, e-mail, postcard, report; group discussions; choice of titles for texts or paragraphs; signature of drawings; filling in forms; completion of the story; description of a drawing or diagram; image of the route on the map; completion of the drawing; choosing a picture or description that is closest to what you hear; problem solving in groups; creation of mind-maps; search for the superfluous; selection of synonyms, antonyms, definitions.

As you can see, some tasks are easy to evaluate because they have only one correct answer, while others may have several. Some tasks are aimed at checking the mastery of grammatical or lexical material, ways of connecting words in a sentence, understanding the listened or read text and manipulating data from it, summarizing the content of the text or writing your own statement on the proposed topic; interaction with other participants of the training.

Accordingly, each type of assessment task has its advantages and disadvantages, and it can be combined different types to make the assessment the most optimal and fair.

Tasks can be divided into objective and subjective. It depends on the extent to which the examiner should use his / her own judgment when evaluating the work.

Assessment tasks aimed at testing individual skills (for example, multiple choice or right / wrong) are practical to use: they are easy to create and can give reliable results. However, they test language knowledge rather than use, so they are unrealistic (do not reflect the actual level of language proficiency).

The task of producing long texts or extended oral speech is more difficult to assess, and the results are not reliable. But they give students the opportunity to practice a language close to what they need in the real world.

Tasks to test individual skills in working with English discourse (speech and text) are very useful for assessing receptive skills - reading and listening. Productive skills (namely, writing and speaking) are best assessed through advanced tasks, such as writing a summary or developing an interview. Although such tasks are less practical to assess, their advantage is the ability to reproduce real-life situations.

Therefore, weighing all the advantages and disadvantages of these types of evaluation, it is needed to strike a balance in the use of both. The above tasks for formal evaluation are appropriate in some cases; they can be compared to photography. If it is needed to get a "film", it better uses an informal, long-term evaluation or portfolio.

After conducting long-term assessments, teachers give assignments during the semester (essay, presentation, essay, etc.), summarizing progress with an average grade for them. The portfolio can contain all the student's work for a certain period or selected works. Sometimes the student also evaluates his / her own work. Here are some benefits of student portfolio assessment:



- they are easy to integrate into the learning process because they include the work that students do in the classroom or at home;

- the portfolio includes all types of work, not just a few test tasks; Portfolios are informative because they contain a variety of useful information for teachers, students and parents, as they cover both receptive and productive skills and demonstrate how students can use language in class and out of school, and not only during testing;

- the portfolio shows the student's progress in development, not just on the day of the test;

- portfolios can create conditions for reflection when its owner writes comments on his work, which are considered part of the portfolio.

Among the disadvantages of the portfolio is the complexity and possible subjectivity of its evaluation. However, regular evaluation of parts of the portfolio over time will help solve the problem of the complexity of evaluating the entire volume of the portfolio at once.

Here are some practical tips to help make assessment easier and more objective.

- When using “subjective” tasks, such as oral interviews, letters or essays, it should be made the assessment more objective by using proven evaluation criteria organized as a set of levels (bands). For example, you can try to use the Assessment Criteria offered for the IELTS exam: for essays and for free speech (in no case should it be a monologue).

- When preparing a test, it is important to include different types of tasks in order to get an objective picture of the strengths and weaknesses of students.

- Students need to know how and when it is evaluated informally.

- Informal assessment of vocabulary and grammar knowledge can be conducted in the form of language games or quizzes, or simply through monitoring the implementation of practical tasks and recording characteristic errors. Later, it can be provided feedback to individual students or the whole class, or return to the problems identified later in the summary lesson.

- things such as motivation or effort can also be assessed through observation or conversation with students.

- it is important to keep records of informal assessment results, especially in large classes, to have all the necessary information. These entries can be simple, with columns on grammar,

vocabulary, language skills, motivation, and overall progress opposite each student's name. They will provide the teacher with useful information to create a student profile.

Modern teaching should ensure that testing has a positive impact on the learning process and motivation of students. In order for the tests to reflect the actual level of knowledge of students, the tasks must be combined: both objective and subjective.

Remember, evaluation must be fair. And one more thing: assessment is not an end in itself, thanks to feedback it helps learning.

### **2.3 Feedback between teacher and students during assessment**

How can a teacher find out if students have mastered the material well, if they like the methods of working in the classroom? Questions "in the forehead" do not always work and can sometimes cause a backlash - students close. To prevent this from happening, the teacher can use feedback techniques.

What is reflection and how best to conduct it

Why you need reflection in class. First of all, the question is how users address it. For the most part, there are used to highlighting it as a separate part of the lesson. But this is not part of the lesson - it is a method of monitoring, a tool for analysis. Your task is to get as much information as possible - and this information can be from both the student and you.

It is a mistake to put a reflection at the end of the lesson - it can be done throughout. When it is reflected on our activities with children, it is better that they are not ready for it and say what comes to mind. Today I conducted a reflection immediately after the motivation, then - after working in groups, the third option - after the practical work, and the fourth - in general about the study of the topic. When children are not ready, they reproduce information on all the factors that interest me - emotional, cognitive, practical.

In general, reflection is learning. And there are several phases of learning based on reflective experience:

1. Recourse to experience as a fixation of what was achieved, without analysis or interpretation.
2. Appeal to the feelings, experiences that accompany the experience, and their figurative statement.

3. Re-appeal to experience, its rethinking to form theoretical principles that act as hypotheses.

4. The presentation of a specific experience "grew" as a result of reflection on the experience gained.

Good feedback (or feedback) is a component of formative assessment and the key to a successful lesson, as it gives you an idea of how successful it was and how to work on it. It can be safely say that the creation of effective feedback is the basis of student learning, because feedback is a tool that gives an idea of how the learning process, informs teachers about the achievements and problems of students, allowing to determine the level of achievement and solving educational tasks. Feedback should take place in an atmosphere of mutual respect and friendliness, giving time for students to correct mistakes or change the way they think and act.

Feedback tasks help students understand from childhood the importance and value of their opinion and that you must take it into account. Thanks to this, children learn to think and express their feelings. And because it happens in the form of games, students do not experience stress and do not think about grades and assessments. In this way, trusting contacts are established with each child and the success, difficulties and learning needs of children are diagnosed, and this is an effective formative assessment.

Creative feedback techniques:

- "Traffic lights". During the survey, students raise the "traffic light" - cards in red or green to the teacher, signaling their readiness to answer or attitude to a particular material, etc. (passivity is impossible; the student is forced to assess each time his knowledge or demonstrate attitude).

- "Flower meadow". The teacher draws a lawn of flowers on the board (Whatman), above each flower - the stage of the lesson or the tasks that were suggested during the lesson. In front of each child is a butterfly, which they should attach to the flower, what kind of activity he liked (impressed, fascinated, remembered, etc.) the most.

- "Quiet poll". Conversation with one or more students takes place in a whisper, while the class is engaged in other activities, such as training control work or group work. This way, students do not worry that others will hear their answer, they will not be afraid to give wrong answers.

- "Letter of Defense". Before each lesson there is always a "Letter of Defense" in one place, where each student can write his name without explanation and be sure that he will not be asked today. The teacher, analysing these letters, keeps the situation under full control and takes into account when interviewing and explaining new material. It is important to discuss the rules of the cover letter with students in advance - do not enter your name more than twice in a row, and so on.

- "Pizza". In the picture with the image of pizza (on Whatman) and written statements "I understood everything the teacher said", "I was interested in this lesson", "Information was new to me", "I like it here and I'm waiting for the next lessons" students put four dots next to each statement. The rule is: the closer the dot is to the middle of the pizza, the more they agree with the statement.

- "Palm". Students draw the outlines of their own hands on a piece of paper, with each finger a place to write down the answers to the questions: index finger - "My mood", thumb - "What interesting thing did I learn today?", Middle - "What was difficult? What difficulties did I have? ", Nameless - "I didn't like it today ", little finger - "What else would I like to learn? What would I be interested in? "

## PART 3

### EMPIRICAL RESEARCH ON VOCABULARY KNOWLEDGE

#### **3.1 Participants of the research**

During the study, students in the 7th grade were involved. The lessons were attended by 16 children who actively participated in several lessons. A new method of teaching English was used in the classes. After completing this questionnaire, students were satisfied with this procedure. It should be noted that in 7th grade students are still quite vulnerable, so be careful when conducting lessons and various studies. Almost all students were always active, even if they did not know the correct answer, they still reached out to answer and if they had questions, they always asked them in class so that no questions arose when doing homework.

#### **3.2 Research instruments**

An important aspect of the lessons was the interactive games in order to see a little bit of the students' skills and their ability to work in teams, I used them quite often during the lessons.

In my opinion, a lesson cannot exist without interactive games. Interactive games are a special form of organization of educational activities, which has a specific, predictable goal - to create a comfortable learning environment. The essence of these games is that the learning process takes place in the game interaction of all students. First of all, students should be prepared for interactive learning, given time to reflect on the task, and only then perform it "playing".

The introduction of such an interactive technology as "Aquarium" is effective and interesting. This version of the work is conducive to the development of communication skills of a small group, improving the ability to discuss and argue.

Thus, the use of interactive teaching methods not only makes the lesson more effective and interesting, but also stimulates and encourages students to learn a foreign language. Students are happy to participate in such activities. This increases their cognitive activity.

#### **3.3 Procedure of the research**

I conducted an English language internship for 4 weeks at the FedorPotushnyak Lyceum in Beregovo. At first I got acquainted with the students and during the week I had the opportunity to learn about their abilities and efforts in English lessons, textbooks, interactive whiteboard, blackboard and notebooks.

In addition to the usual tools, I used interactive games and a method of using various interesting videos and presentations.

For children, this format of lessons turned out to be quite interesting and unusual, at first it was a little difficult for them to get used to, but over time they began to like everything. Most children tried to answer as much as possible to better master the material.

### 3.4 Research findings and their discussion and interpretation

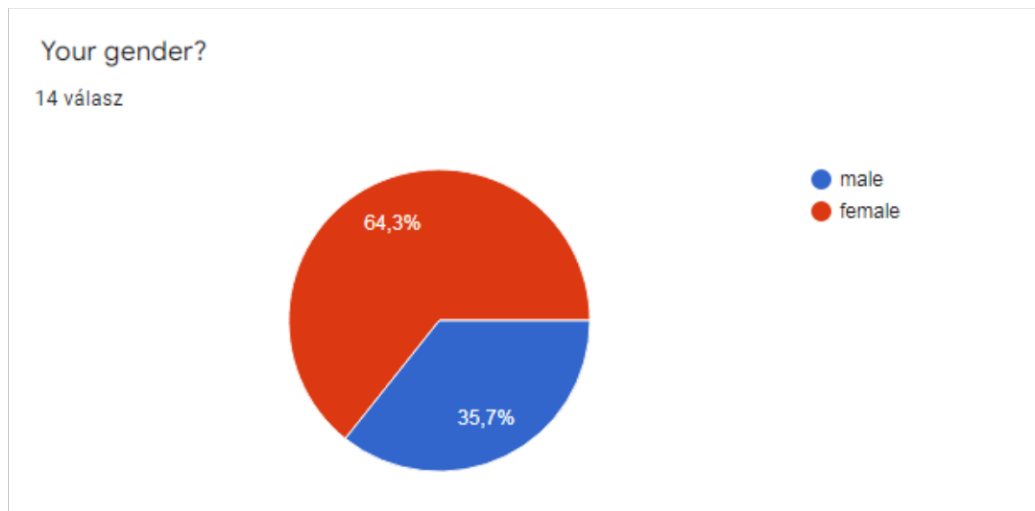


Figure 1. Data on the gender of the participants

This questionnaire is aimed at analysing the vocabulary of students. The first question was general and it is aimed at determining the sex of the student. According to the survey, 64.3% of students are male and 35.7% - female.

The next question was to determine the age of the student. According to the survey, 9 students are 13 years old and 5 students are 14 years old.

This question was asked to find out how long students study English. It turns out that one student has been studying for five years, eight students for seven years and five students for eight years.

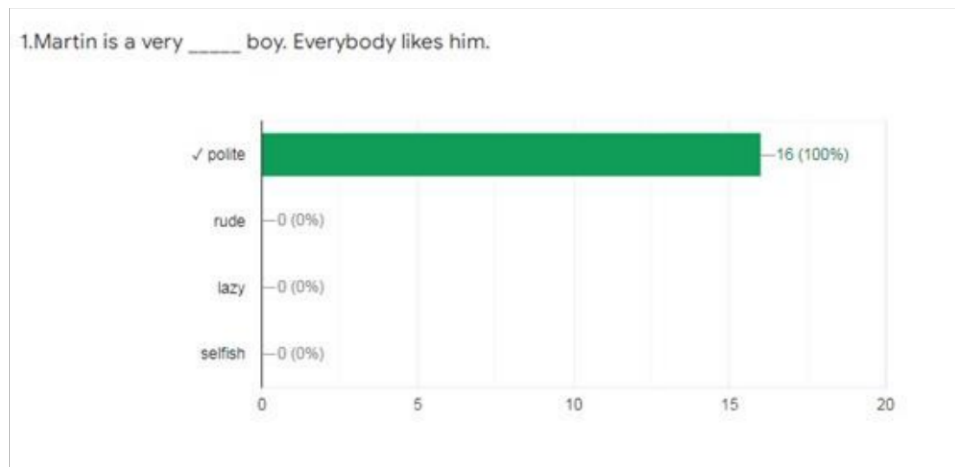


Figure 4. Results of the question 1

The first question checks the level of vocabulary of the student. It was necessary to fill in the sentence and choose the correct answer. Everyone of students coped with this task.

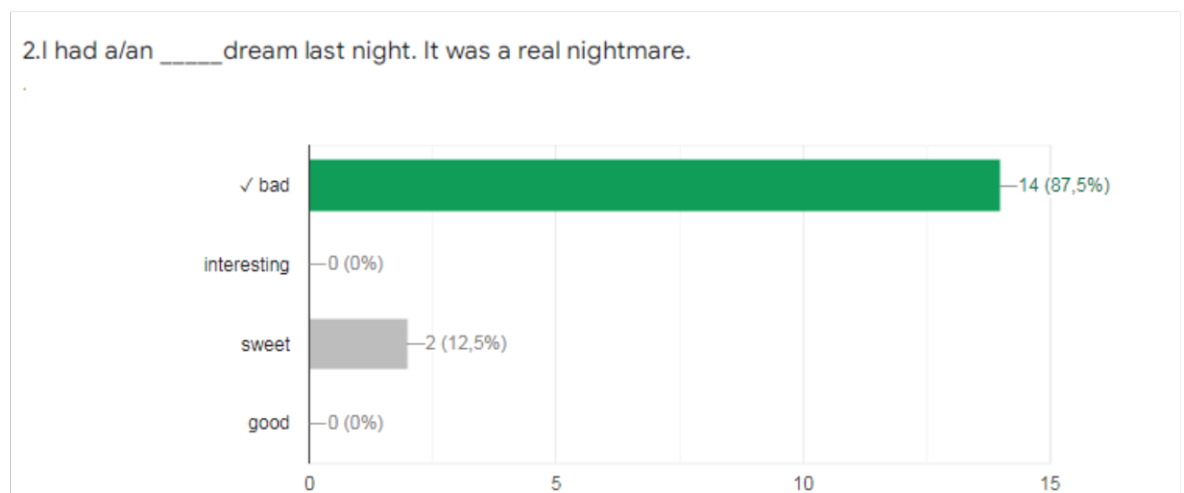


Figure 5. Results of the question 2

In the second question a similar task was set, where students had to choose the correct adjective to the sentence. 14 students coped with this task and 2 students did not cope with this task.

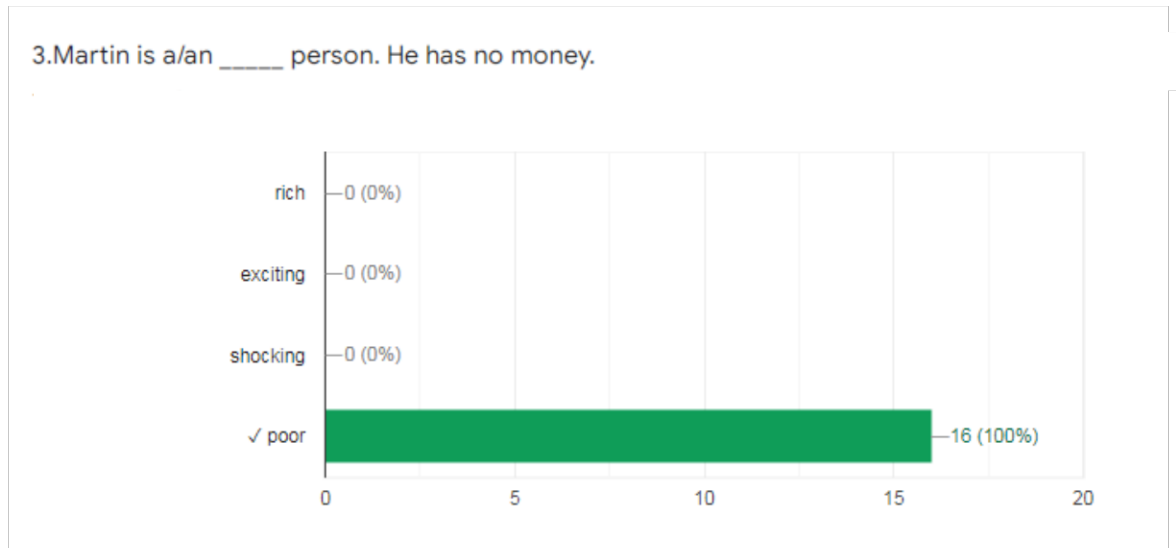


Figure 6. Results of the question 3

The third question was that it was necessary to choose the correct form of the adjective. All students coped with this task.

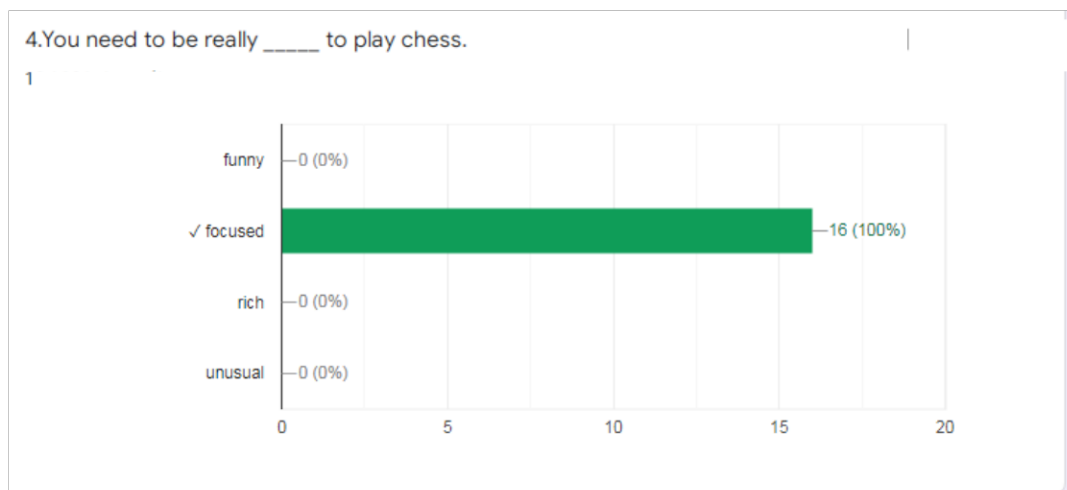


Figure 7. Results of the question 4

The fourth question was also to find the correct adjective to the sentence. This test turned out to be quite easy for students. So, everyone coped with this task.



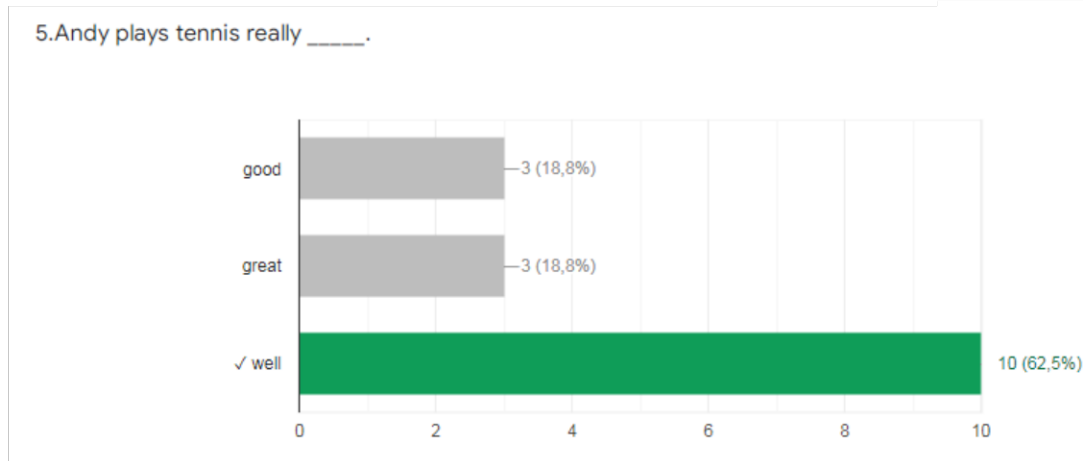


Figure 8. Results of the question 5

In the 5th question it was necessary to choose the correct answer, namely to choose an adjective. 10 students coped with this task and the other 6 students did not cope with this task.

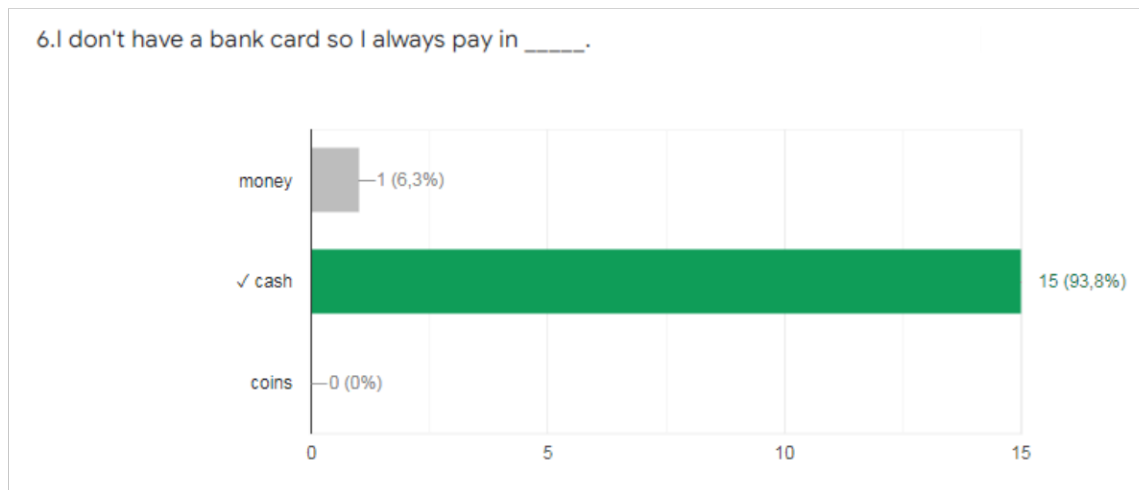


Figure 9. Results of the question 6

In Question 6, students had to choose the correct answer. The task was for the students to use the word related to money. 15 students coped with this task and only one student, which did not cope with this task.

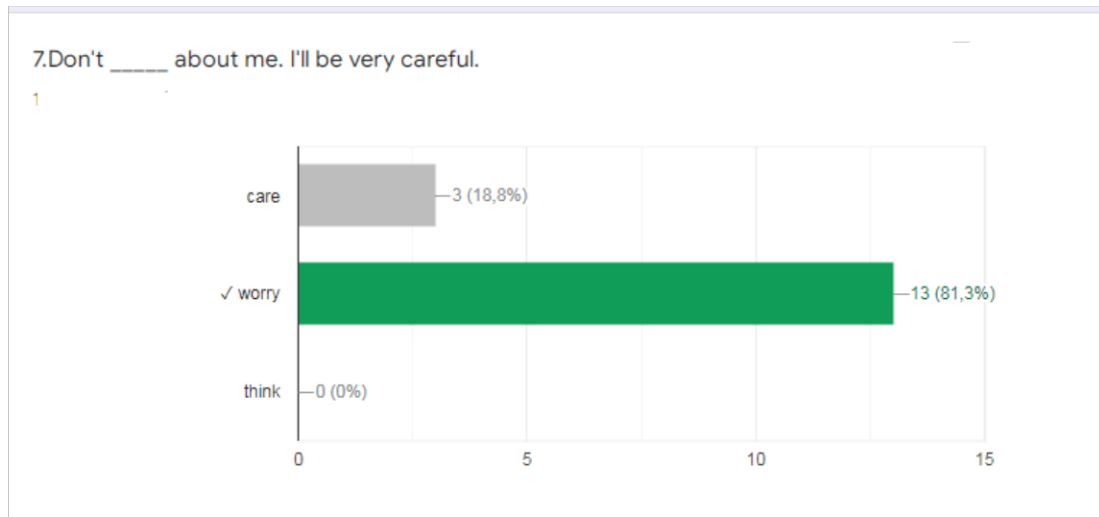


Figure 10. Results of the question 7

The 7th question was that the students had to choose the right statement for the human condition. 13 students coped with this task and 3 students failed to complete this task correctly.

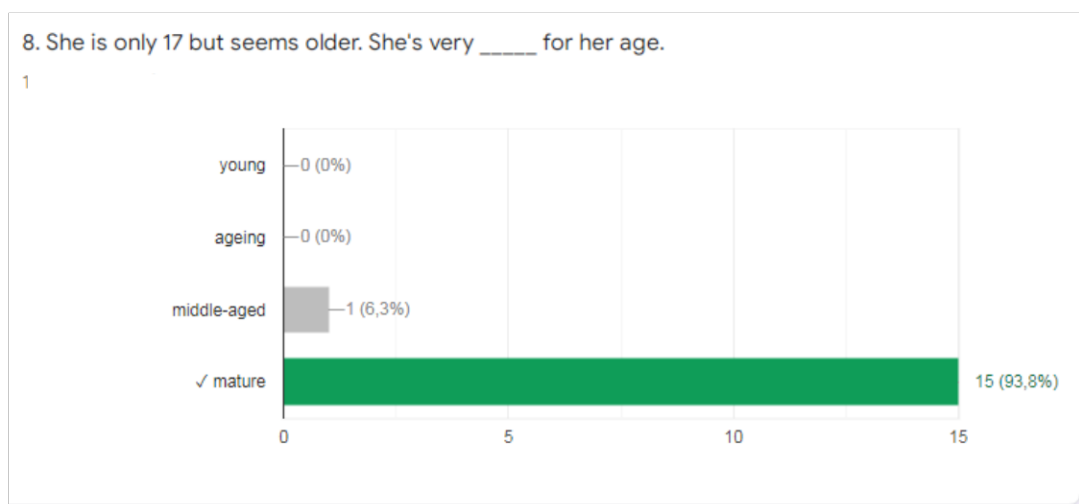


Figure 11. Results of the question 8

In Question 8, students had to find the correct statement about a person's age. Almost all students coped with this task. 15 students chose the correct answer and only one student could not cope with this task.

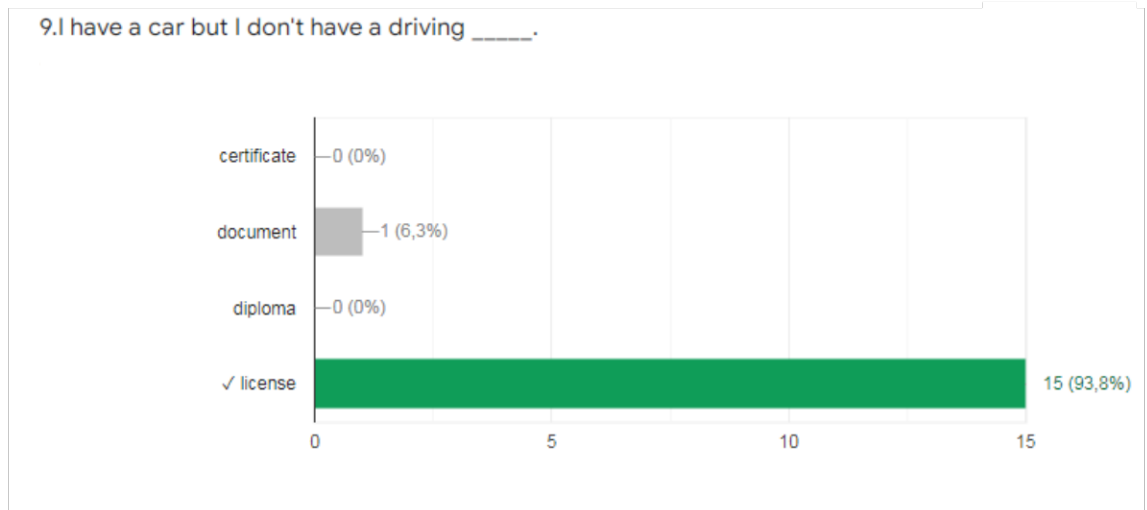


Figure 12. Results of the question 9

In Question 9, students must choose the correct answer, where they must find out the main word connected with driving a car. Fifteen students coped with this task and only one student failed.

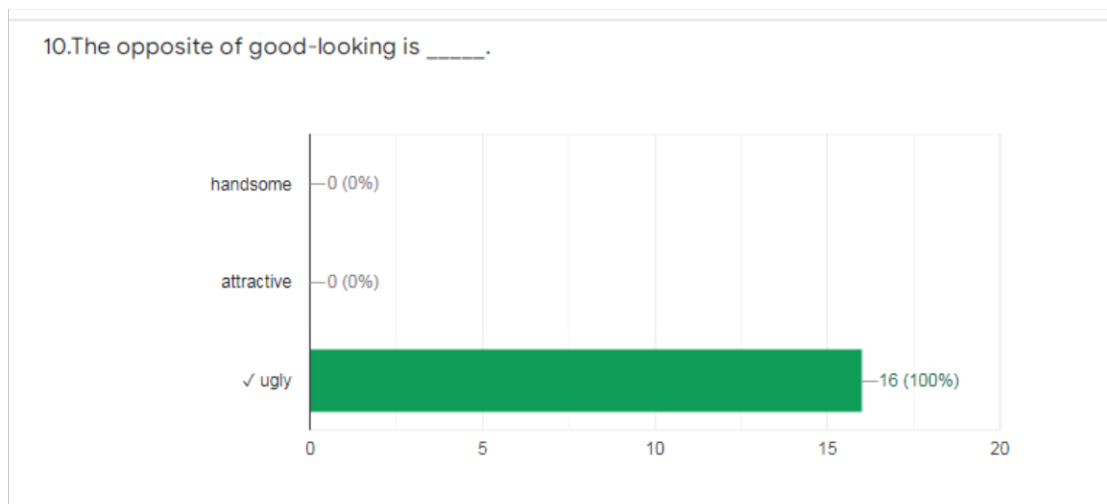


Figure 13. Results of the question 10

The tenth question was for students to choose an antonym for an adjective. All students were very attentive and managed 100%.

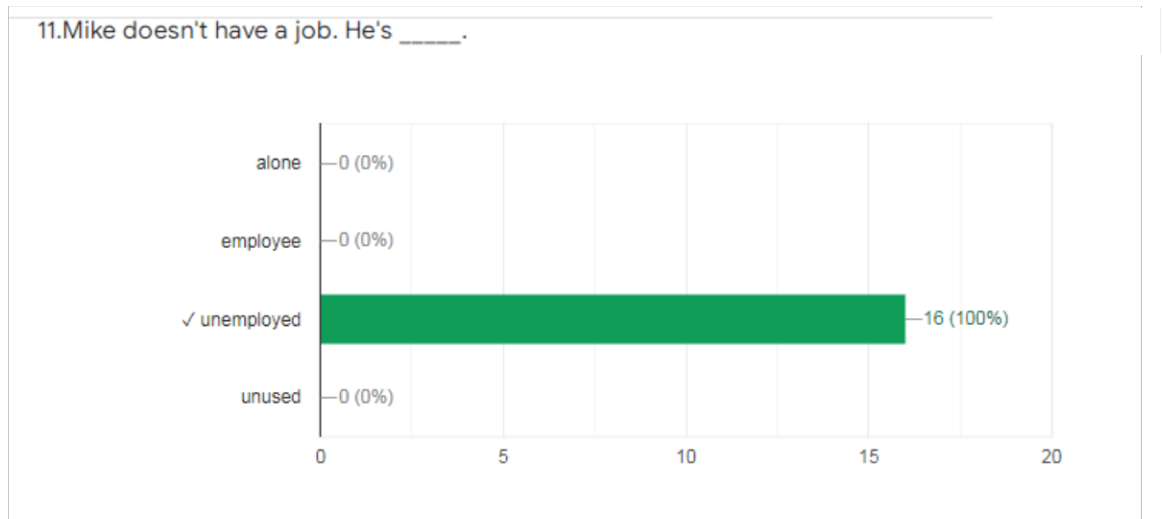


Figure 14. Results of the question 11

In Question 11, students had to choose the correct answer, namely the correct word related to the job. All students coped with this task.

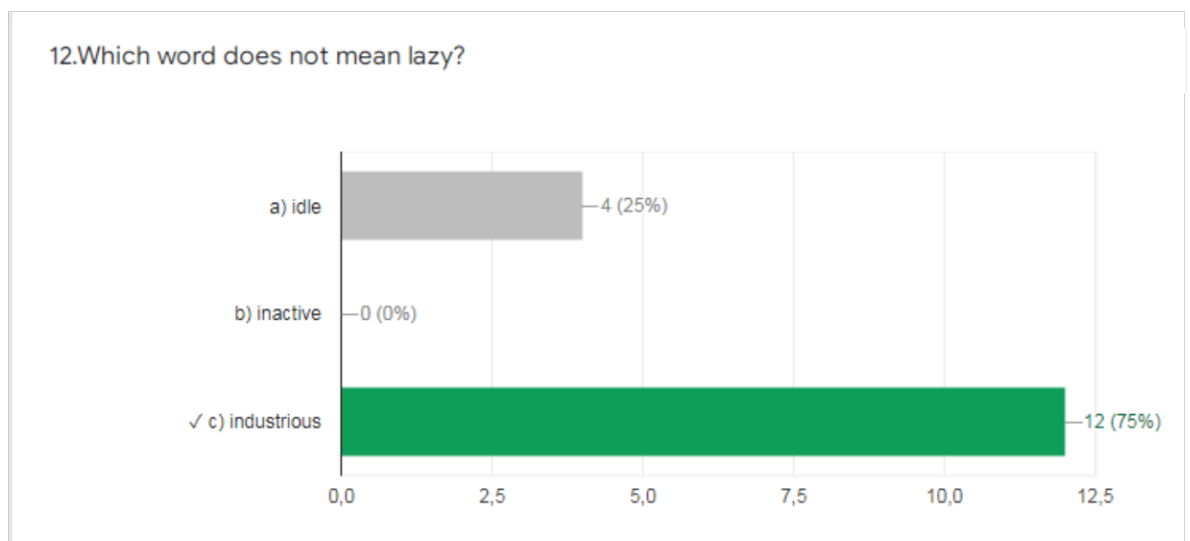


Figure 15. Results of the question 12

The 12th question was to find a word that is not synonymous with the word "lazy". 12 students were able to cope with this task and only 4 students failed.

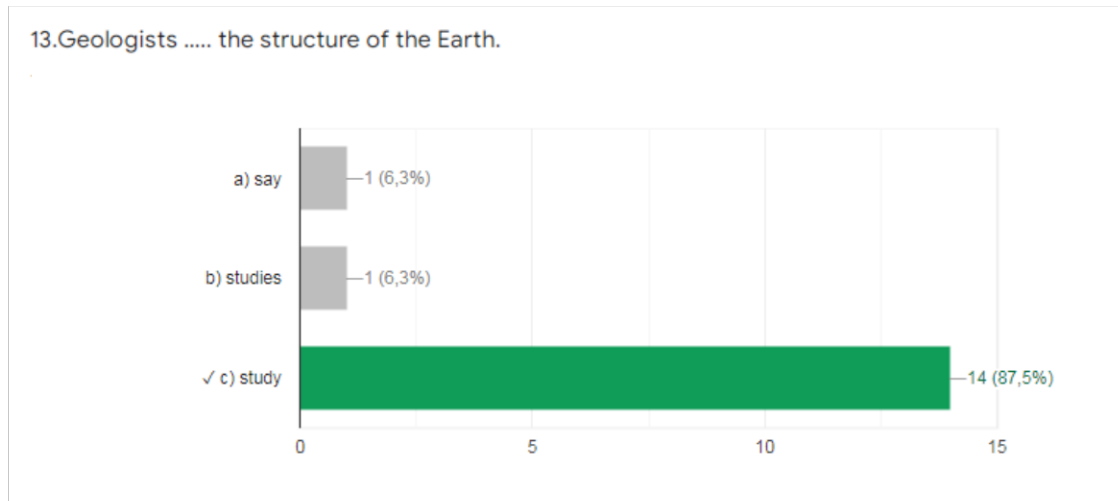


Figure 16. Results of the question 13

In the 13th question, students had to choose the correct answer, where there should be a correct statement. 14 students coped with this task and 2 students did not cope.

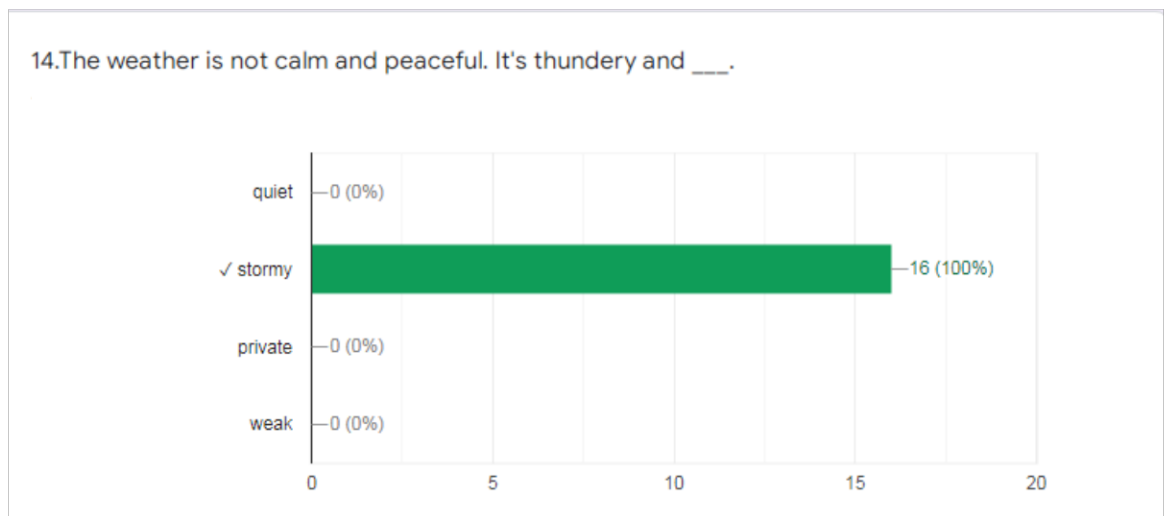


Figure 17. Results of the question 14

The 14th question was that the students chose the right adjective for the weather. This task was easy for all students. So everyone did it well.

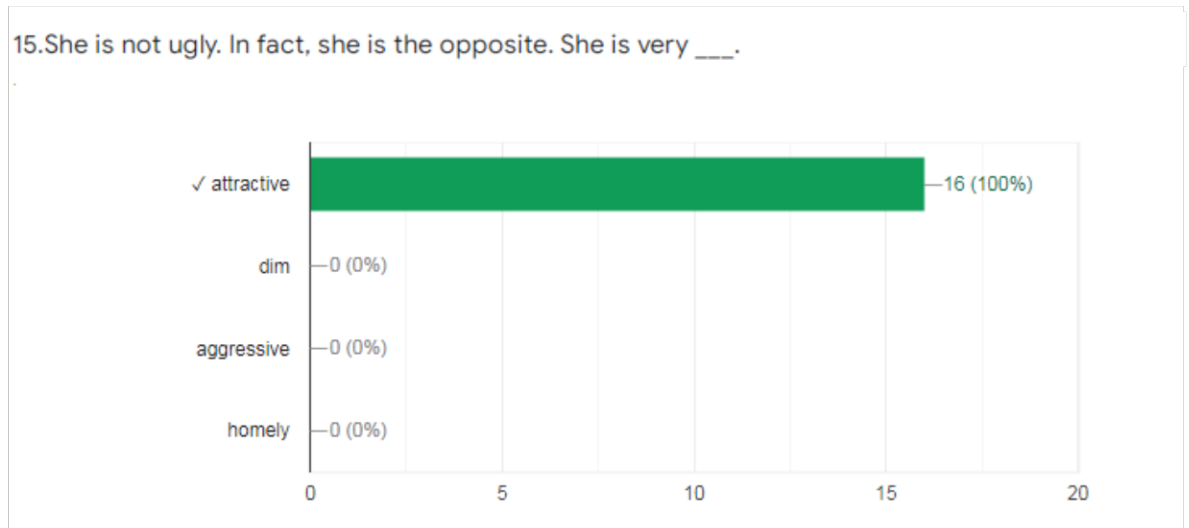


Figure 18. Results of the question 15

In Question 15, students had to find a word that did not mean 'ugly'. This task was also easy for the students and everyone coped with it.

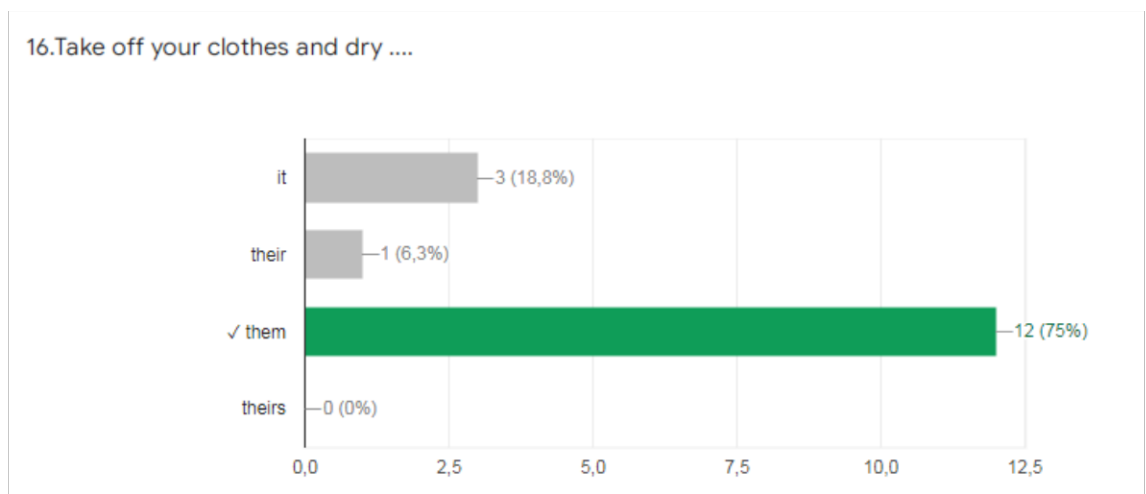


Figure 19. Results of the question 16

The 16th question was that the students had to choose the right pronoun related to the clothes. 12 students coped with this task and 4 students failed to complete this task correctly.

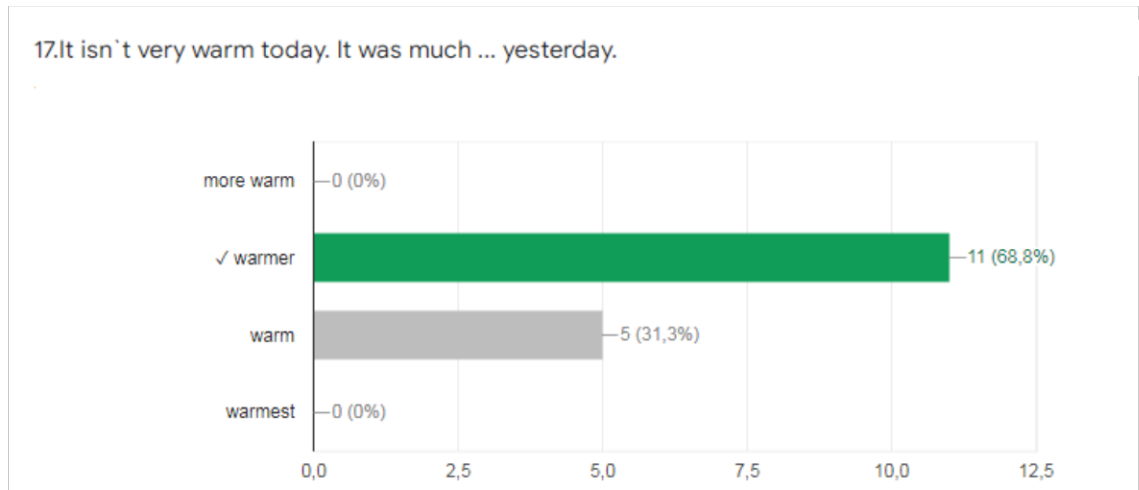


Figure 20. Results of the question 17

In Question 17, students had to choose the correct degree of comparison of the adjective related to weather. 12 students coped with this task and 5 students failed to complete this task.

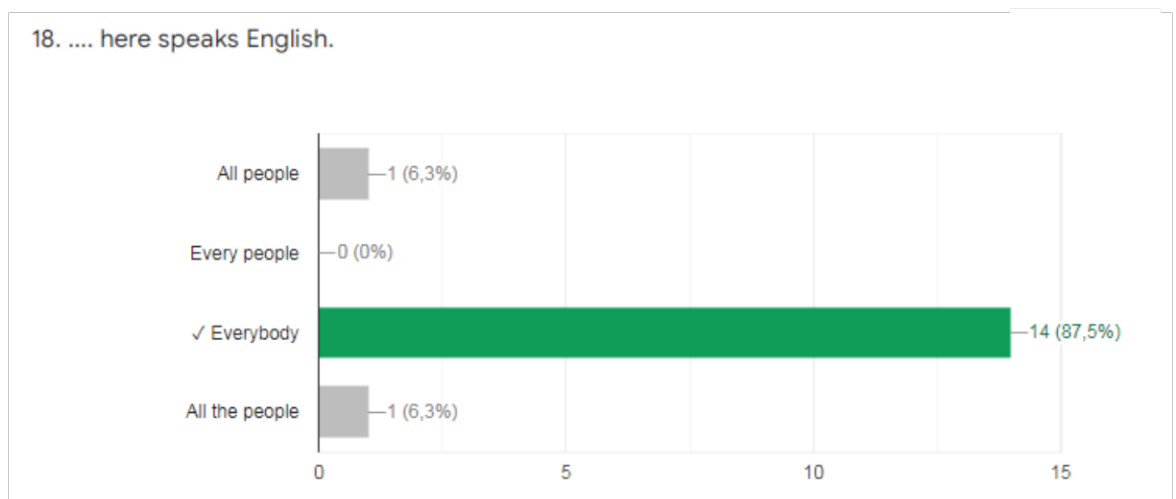


Figure 21. Results of the question 18

In Question 18, students had to choose the correct statement about people. 14 students coped with this task and 2 students failed to complete this task.

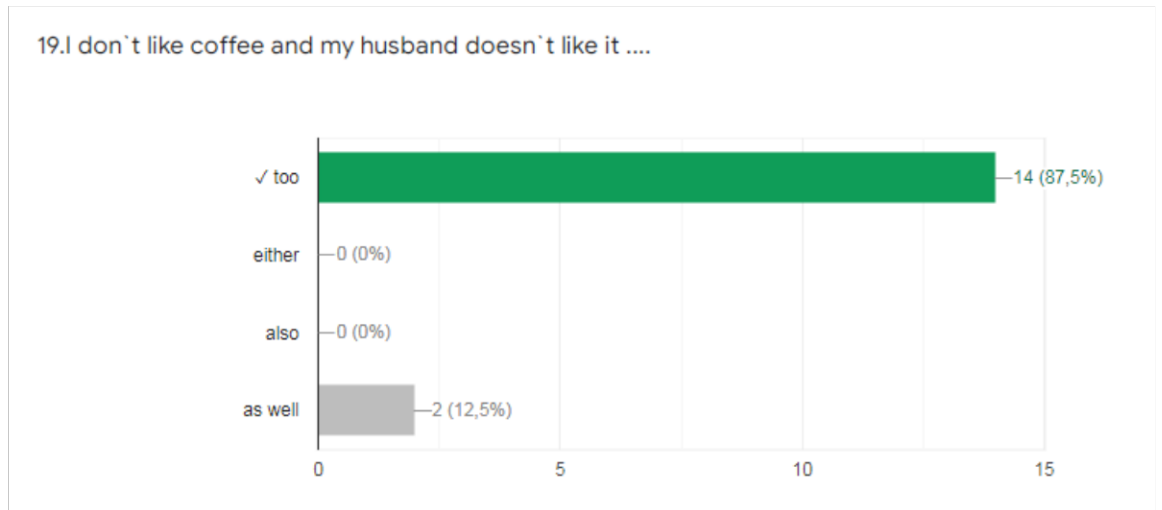


Figure 22. Results of the question 19

The 19th question was that the students had to choose the right word, which to some extent is comparable, in this case, to a man who also does not like coffee. 14 students coped with this task and 2 students did not complete the task correctly.

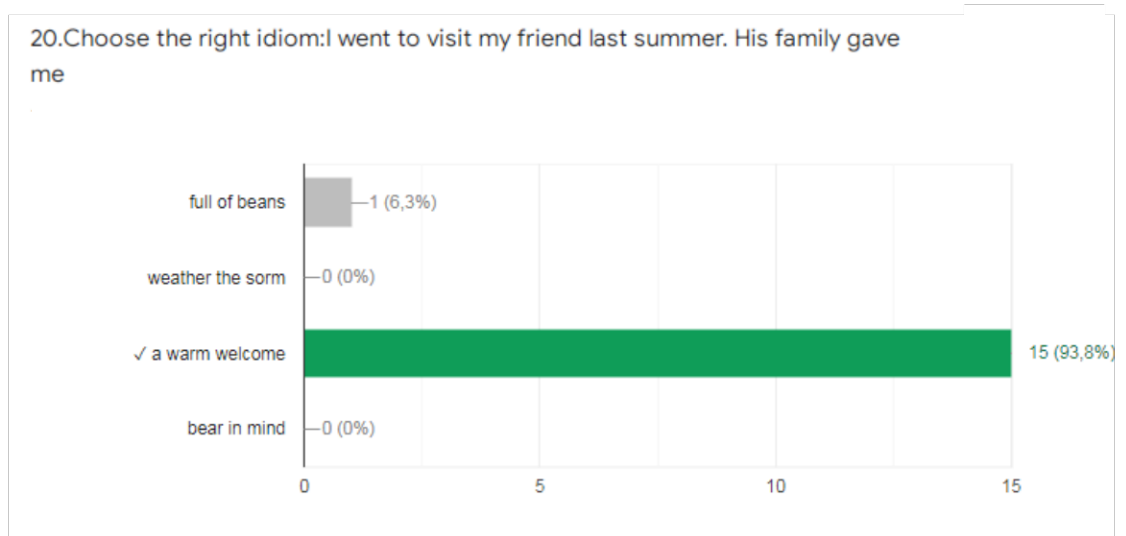


Figure 23. Results of the question 20

In question 20, students chose the correct idioms related to hospitality. Fifteen students completed the task and only one student failed.



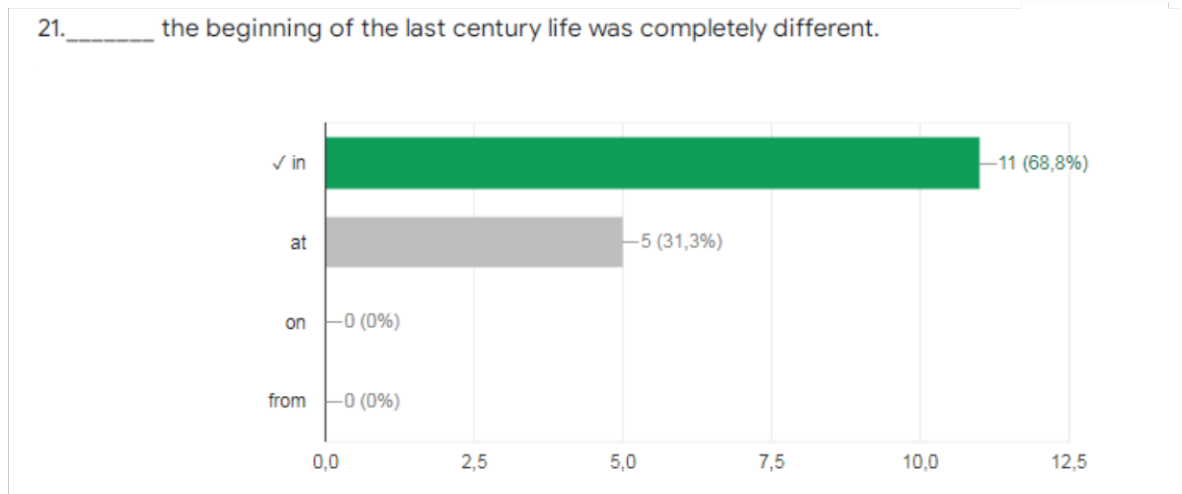


Figure 24. Results of the question 21

In the 21st question, students had to choose the correct preposition at the beginning of the sentence. 11 students coped with this task and for 5 students it was quite a difficult task and they did not cope with it.

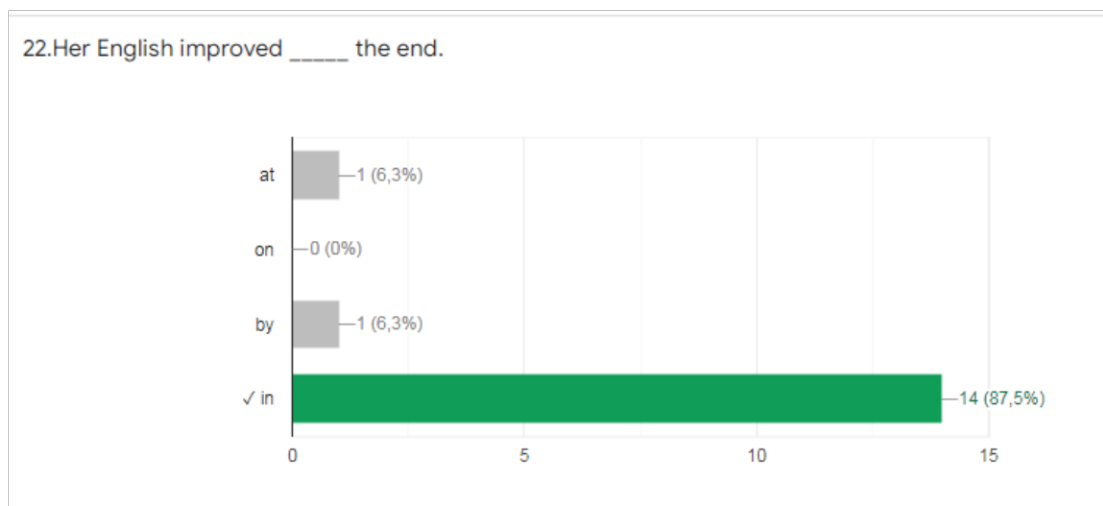


Figure 25. Results of the question 22

In the 22nd question, students also had to choose the correct adjective to the sentence. 14 students coped with this task and only 2 students made a mistake.

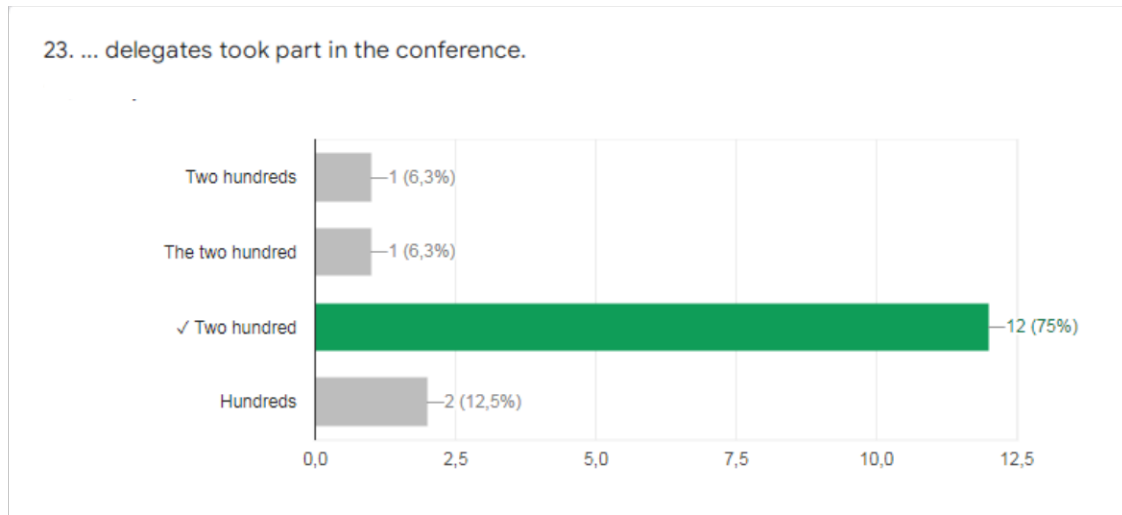


Figure 26. Results of the question 23

The 23rd question was for the students to choose the numerator related to people in the correct form. 12 students coped with this task and 2 students failed to complete this task correctly.

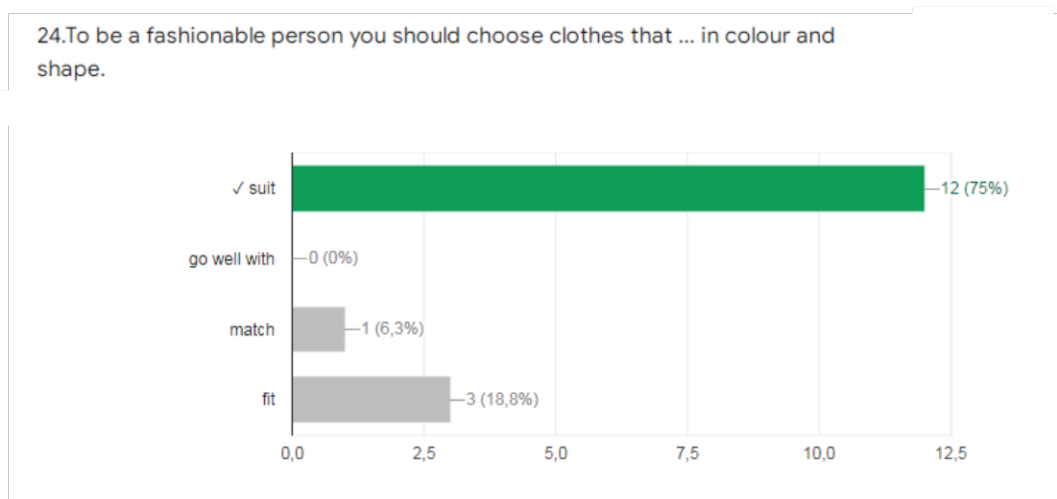


Figure 27. Results of the question 24

In Question 24, students must choose a fashion word that fits the sentence. 12 students completed this task correctly and 4 students made a mistake in this task.

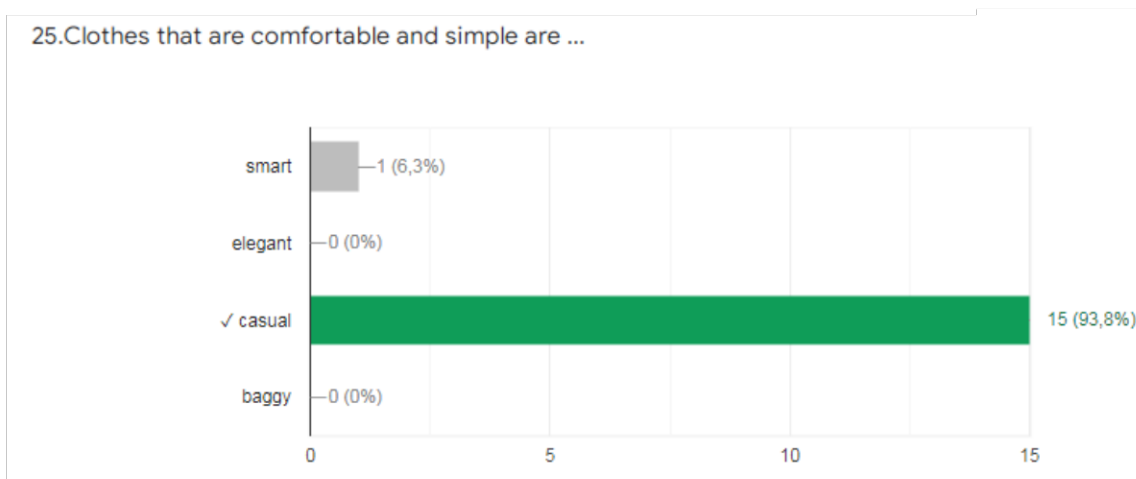


Figure 28. Results of the question 25

In Question 25, students had to find the correct adjective related to clothing. Fifteen students completed the task and only one student made a mistake.



Figure 29. Results of the question 26

In the 26th question, students had to translate sentences from Ukrainian into English, where you need to pay attention to the correct preposition. This task was not so difficult and 15 students coped with it and one student was not so attentive and made a mistake.

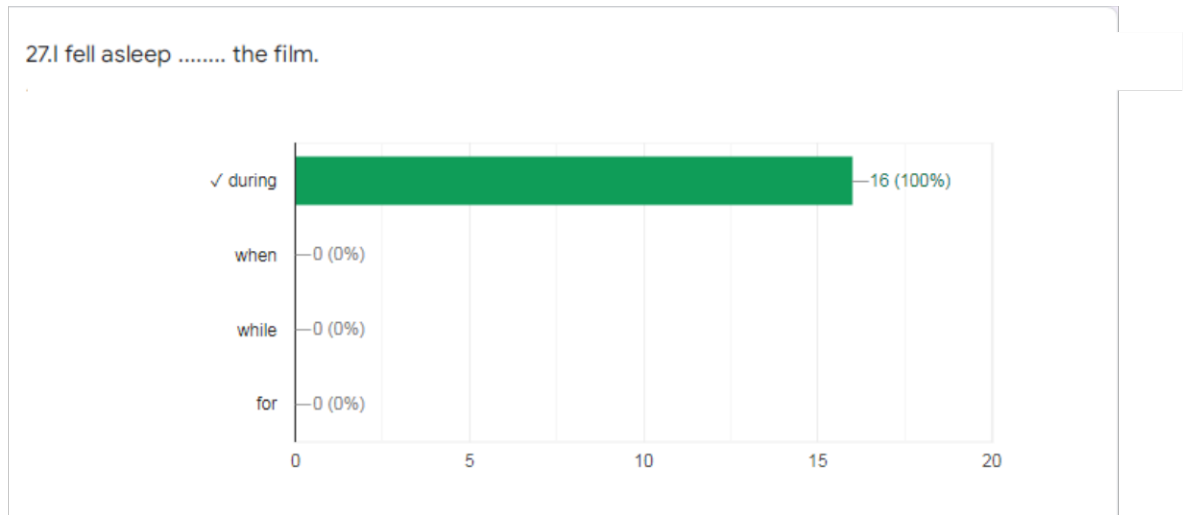


Figure 30. Results of the question 27

In the 27th question, students had to choose the correct adjective in the sentence. All students coped with this task.

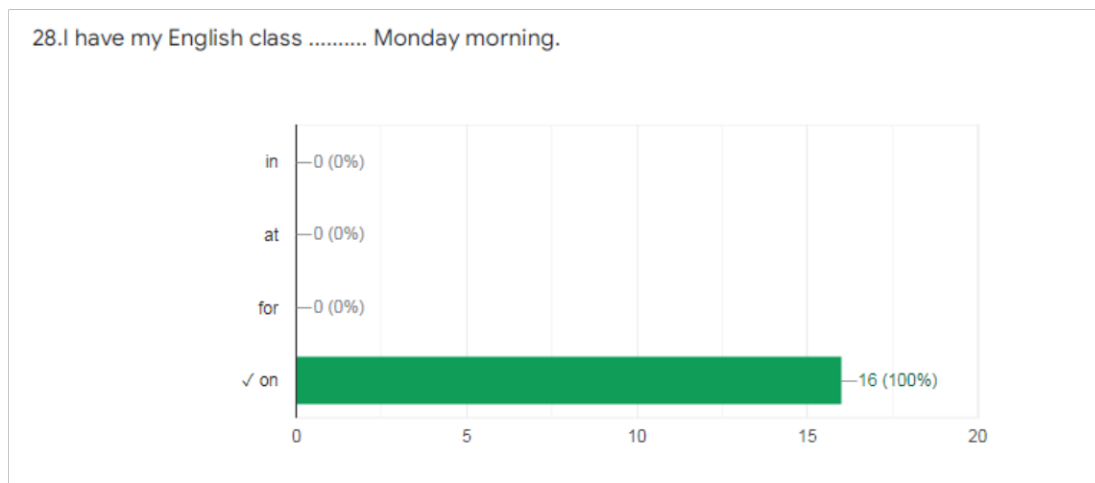


Figure 31. Results of the question 28

The 28th question was that the students had to choose the right preposition related to the day of the week. Everyone was attentive to this task and coped 100%.

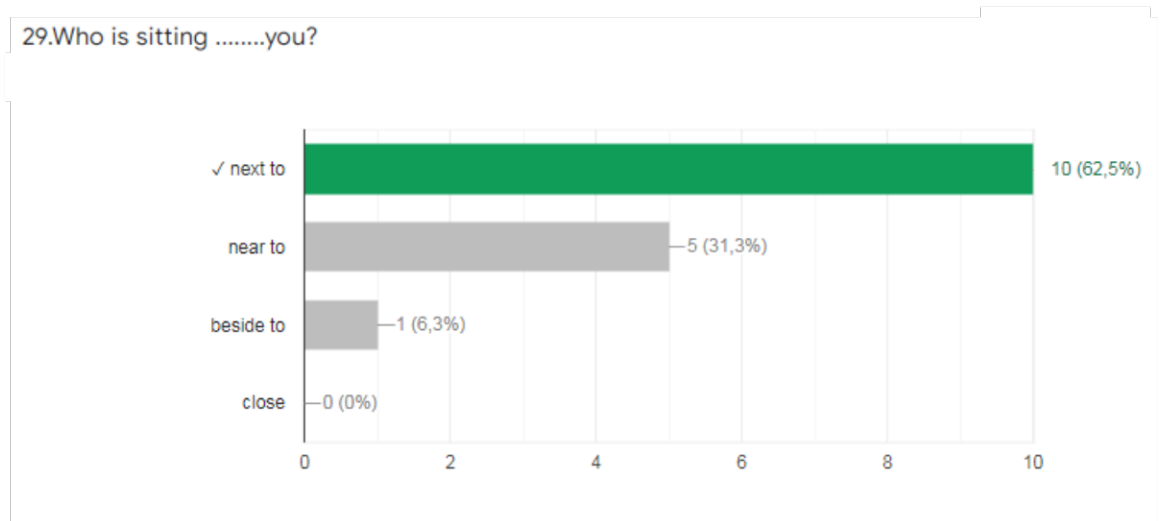


Figure 32. Results of the question 29

The 29th question was that the students had to choose the right phrase that fits in the sentence. 10 students coped with this task because they were attentive and 6 students failed to complete this task.

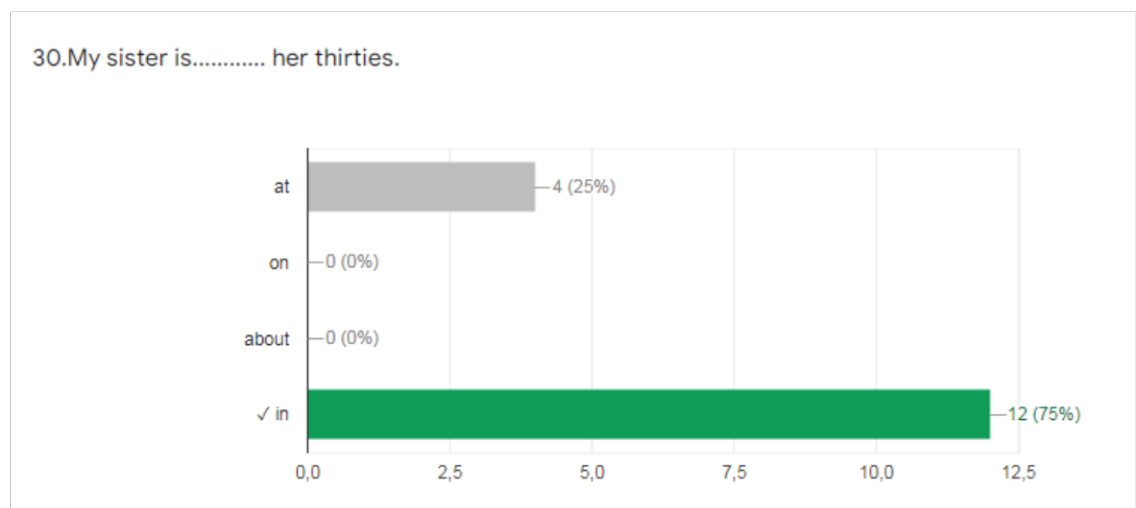


Figure 33. Results of the question 30

In question 30, students had to choose the correct preposition related to a person's age. 12 students completed this task and 4 students made a mistake.

This survey was conducted for 7th graders to test their knowledge of vocabulary and the ability to think logically. This test plays an important role for students, because they can see their strengths in vocabulary, as well as Cons. Counting the final scores, you can see that most students are able to think logically and have coped with almost all tests correctly.

## CONCLUSIONS

In this Bachelor's thesis was analysed the assessment of vocabulary in English lessons in 7th grade. Students filled out a questionnaire which was used to investigate assessment and methods of knowledge acquisition.

In this bachelor's thesis uses real examples from the 7th grade on the assessment and methods of English lessons. All this material was analysed after the pedagogical practice in the lyceum conducting a survey.

The practice took place at the FedorPotushnyak Lyceum in Beregovo (from November 8 to December 3, 2021). During this period, it was concluded that most children were active and focused throughout the lessons, due to the fact that students were always interested and involved throughout the lesson they improved the knowledge.

Bachelor's thesis consists of an introduction, three parts, conclusions, summary and list of references.

The first part of the Bachelor's thesis emphasizes the theory related to the level of vocabulary of students in 7th grade. The purpose of the first section is to highlight all important aspects of assessment of learning new words and the evaluation criteria themselves. This includes such important issues as knowledge of words, modern practical classes for learning vocabulary, the importance of learning vocabulary from the context, vocabulary teaching strategies and their effectiveness, and so on. All the sub-items and criteria shown in the first part play an important role, because without this knowledge it is impossible to conduct and correctly analyse lessons and research on student assessment in English lessons in 7th grade.

The purpose of the second section is to show the conduct and assessment of vocabulary from a practical point of view. During the practise in 7th grade there was an opportunity to see how lessons are conducted, as well as the reaction and behaviour of students. During the practise, enough lessons were conducted with the students to find out their attitude towards the new teacher and to see how they follow all the instructions given for the whole lesson. Various methods have been used to improve English language skills for 7th graders, and the most important for children is that the lesson is interesting for them, and the teacher in turn should do everything possible to interest children to learn English and be present at all lessons.

The aim of the third section was to determine the ability of students to correctly perform tasks in which you need to insert one word, as well as to learn the current results of vocabulary of 7th grade students and level of mastery of the vocabulary of the whole class in general.

No less important is the motivation for students. If they do not have the motivation to learn and try to be active in the lessons, if they do not do homework and are not interested in anything new, it is bad, because so the child cannot improve their results in learning a foreign language.

Throughout the bachelor's thesis, it had been encountered many factors that affect the assessment of vocabulary in English lessons in 7th grade. In addition to the above theoretical part, observations and surveys were conducted, during which methods of assessment and motivation of students to learn new dreams were written and analysed. All the tasks that were set at the beginning of writing the thesis were completed.

## РЕЗЮМЕ

У своїй кваліфікаційній роботі було проаналізовано оцінювання рівня знань англійської лексики на уроках англійської мови в учнів 7-го класу. Учні заповнювали анкету за допомогою якої було досліджено оцінювання та методи засвоєння знань. Окрім даного анкетування було проведено опитування з метою отримання відгуків від учнів.

У кваліфікаційній роботі є використані справжні приклади з 7-го класу щодо оцінювання і методики проведення уроків англійської мови. Весь цей матеріал був проаналізований саме після проходження педагогічної практики в ліцеї. Протягом місяця збиралися матеріали і спостерігалися уроки для максимально точної інформації та правильного вибору методики для проведення опитування.

Практика відбулася у Берегівському ліцеї імені Федора Потушняка (з 8 листопада по 3 грудня, 2021 рік). Протягом цього періоду було зроблено висновок, що більшість дітей були активними та зосередженими протягом всіх уроків, завдяки тому, що завжди учні були зацікавленими та задіяними протягом всього уроку. Також, діти були налаштованими на великий прогрес і тому вони прагнули вивчити нові слова та покращити свої знання.

Кваліфікаційна робота складається з вступу, трьох частин, висновків, резюме та списку використаної літератури.

Перша частина кваліфікаційної роботи підкреслює теорію, пов'язану з рівнем знань лексики учнів у 7-му класі. Метою першого розділу є висвітлення усіх важливих аспектів оцінювання вивчення нових слів та самі критерії оцінювання. Це включає в себе такі важливі питання, як знання слів, сучасні практичні заняття для засвоєння словникового запасу, важливість вивчення лексики з контексту, стратегії викладання лексики та їх ефективність тощо.

Усі підпункти та критерії, які показані в першій частині, відіграють важливу роль, так як без цих знань неможливо провести і коректно проаналізувати уроки та дослідження щодо оцінювання учнів на уроках англійської мови у 7-му класі.

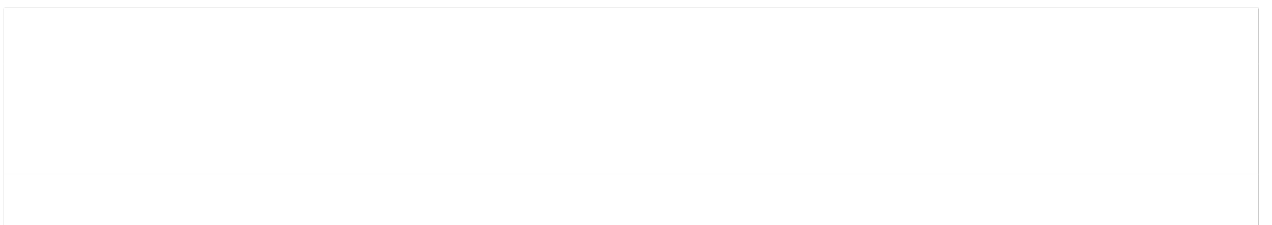
Метою другого розділу є те, щоб показати саме проведення та оцінювання знань лексики з практичної точки зору. Протягом проведення практики у 7-му класі була можливість подивитися, як проходять уроки, а також на реакцію та поведінку учнів. Під час практики було проведено достатньо уроків з учнями, щоб дізнатися їхнє ставлення до нового вчителя і побачити, як вони виконують всі вказівки, поставлені на весь урок. Було використано різні методи для покращення знань англійської мови для учнів 7-го класу і найголовнішим для дітей є те, щоб для них урок проходив цікаво, а для вчителя в свою чергу потрібно зробити все можливе, щоб зацікавити дітей для вивчення англійської мови і відвідування всіх уроків.



Метою 3-го розділу було визначити вміння учнів правильно виконувати завдання у яких потребується вставити одне слово, а також, за допомогою цього дізнатися поточні результати словникового запасу учнів 7-го класу. Завдяки даному анкетуванню та дослідженню можна було отримати детальний аналіз кожного учня та аналіз рівня володіння лексику цілого класу загалом.

Не менш важливим аспектом є саме мотивація для учнів. Якщо в них немає мотивації вчитися і старатися бути активними на уроках, якщо вони не виконують домашнє завдання і не цікавляться нічим новим, то це є досить погано, тому що так дитина не зможе покращити свої результати у вивченні іноземної мови.

Протягом усієї кваліфікаційній роботи ми стикалися з багатьма чинниками, які впливають на оцінювання словникового запасу на уроках англійської мови у 7-му класі. Окрім викладеної теоретичної частини, було проведено спостереження та опитування, в ході якого було написано та проаналізовано методи оцінювання та мотивування учнів до вивчення нових слів. Усі завдання, які були поставлені на початку написання курсової роботи, були виконані.



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## APPENDIX

## VOCABULARY TEST FOR FORM 7 LEARNERS

1. Martin is a very \_\_\_\_\_ boy. Everybody likes him.

- polite
- rude
- lazy
- selfish

2. I had a/an \_\_\_\_\_ dream last night. It was a real nightmare.

- bad
- interesting
- sweet
- good

3. Martin is a/an \_\_\_\_\_ person. He has no money.

- rich
- exciting
- shocking
- poor

4. You need to be really \_\_\_\_\_ to play chess.

- funny
- focused
- rich
- unusual

5. Andy plays tennis really \_\_\_\_\_.

- good
- great
- well

6. I don't have bank cards so I always pay in \_\_\_\_\_.

- money
- cash
- coins

7. Don't \_\_\_\_\_ about me. I'll be very careful.

- care

- worry
- think

8. She is only 17 but seems older. She's very \_\_\_\_\_ for her age.

- young
- ageing
- middle-aged
- mature

9. I have a car but I don't have a driving \_\_\_\_\_.

- certificate
- document
- diploma
- license

10. The opposite of good-looking is \_\_\_\_\_.

- handsome
- attractive
- ugly

11. Mike doesn't have a job. He's \_\_\_\_\_.

- alone
- employee
- unemployed
- unused

12. Which word does not mean lazy?

- idle
- inactive
- industrious

13. Geologists ..... the structure of the Earth.

- say
- studies
- study

14. The weather is not calm and peaceful. It's thundery and \_\_\_\_.

- quiet
- stormy
- private

- weak

15. She is not ugly. In fact, she is the opposite. She is very \_\_\_\_.

- attractive
- dim
- aggressive
- homely

16. Take off your clothes and dry ....

- it
- their
- them
- theirs

17. It isn't very warm today. It was much ... yesterday.

- more warm
- warmer
- warm
- warmest

18. .... here speaks English.

- All people
- Every people
- Everybody
- All the people

19. I don't like coffee and my husband doesn't like it ....

- too
- either
- also
- as well

20. Choose the right idiom: I went to visit my friend last summer. His family gave me

- full of beans
- weather the storm
- a warm welcome
- bear in mind

21. \_\_\_\_\_ the beginning of the last century life was completely different.

- in
- at
- on
- from

22. Her English improved \_\_\_\_\_ the end.

- at
- on
- by
- in

23. ... delegates took part in the conference.

- Two hundreds
- The two hundred
- Two hundred
- Hundreds

24. To be a fashionable person you should choose clothes that ... in colour and shape.

- suit
- go well with
- match
- fit

25. Clothes that are comfortable and simple are ...

- smart
- elegant
- casual
- baggy

26. Translate: Чи можу я розрахуватися карткою?

- Can I pay with card?
- Can I pay by card?

27. I fell asleep ..... the film.

- during
- when
- while
- for

28. I have my English class ..... Monday morning.

- in
- at
- for
- on

29. Who is sitting ..... you?

- next to
- near to
- beside to
- close

30. My sister is ..... her thirties.

- at
- on
- about
- in



## NYILATKOZAT

Alulírott, Lemák László 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.

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Lemák László