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INTRODUCTION

Vocabulary is a system of all the words and word equivalents that the language possesses. Vocabulary plays an important role in mastering any language because it is one of the language components. It is a very important means of expressing thoughts and feelings, either in spoken or written form. Vocabulary is considered an essential part of learning since it leads to communication.

Grammar is frequently seen as the most challenging part of learning a language, but vocabulary can be compared to Mount Everest. The pupils' primary instrument in their attempt to use English successfully is their vocabulary. English vocabulary has a remarkable range, flexibility, and adaptability. Thanks to periods of contact with foreign languages and its readiness to coin new words out of old elements, English seems to have far more words in its core vocabulary than other languages. For example, alongside "kingly" from Anglo-Saxon, we find royal from French and regal" from Latin. There are many such sets of words that add greatly to our opportunities to express subtle shades of meaning and various levels of style.

The first and most important stage in learning a language is acquiring a vocabulary. It is a difficult and complicated task in consideration of English. With the addition of suitable methods and principles of motivation for vocabulary activities, studying a foreign language in a classroom can be made interesting, efficient, and useful. The goal of this work is to investigate and study the numerous strategies that can be used to teach vocabulary in schools.

The foundation of learning the English language is vocabulary in order to improve one's abilities in reading, writing, speaking, and listening. The knowledge and understanding of a vast collection of words, expressions, and idioms—where they fit and how they work in the sentence structure—are the most important parts of the language learning process.

The object of the present thesis is to provide vocabulary instructions for teaching English as a foreign language.

The subject of the thesis is strategies and methods that are efficient for acquiring vocabulary.

The purpose of the thesis is to analyse vocabulary teaching approaches, methods, and techniques, provide an overview of the study findings, and identify successful tactics that Transcarpathian instructors have found to be useful.

The tasks of the thesis are as follows:

- To review and compare historical aspects of teaching vocabulary

- To characterize the specific features of the vocabulary introduction
- To investigate the key strategies in teaching vocabulary
- To explore vocabulary instruction methods in light of Transcarpathian teachers' experiences.

The study makes use of both theoretical and empirical methodologies, such as analysis and comparison. The thesis's key questions about the effectiveness and variety of instructions are addressed using the qualitative research paradigm and a questionnaire.

The practical value of the thesis consists of providing relevant evidence proving the effectiveness of vocabulary teaching strategies.

The thesis is divided into an introduction, three parts and a conclusion.

The first part deals with the issues of vocabulary teaching history, vocabulary knowledge definition, types of vocabulary, and acquiring problems.

The second part of the thesis focuses on theoretical aspects of introduction new vocabulary, vocabulary teaching methods, techniques for memorizing new words, the effectiveness of incidental learning through reading, and using new technology.

The third part discusses the findings of a study among teachers and identifies the most popular and effective teaching strategies. The study highlights the value of vocabulary activity practise in class to reinforce motivation, and competitive atmosphere. It points out difficulties which are faced teachers in the course of teaching vocabulary. It demonstrates the effects of combining direct and indirect lexical teaching methods.

PART 1 THE THEORETICAL BACKGROUNDS OF VOCABULARY TEACHING

The first part of this thesis deals with different teaching approaches that were used in the past. It reveals their advantages and drawbacks. It provides information about types of vocabulary knowledge and acquiring problems that learners face when starting to learn English.

1.1 Vocabulary teaching history related to English language teaching

Language consists of three basic language units: pronunciation, vocabulary, and grammar. The most important one is vocabulary, because there is nothing without words, even no language without vocabulary. All students' skills, like writing, speaking, reading, and listening, are influenced by their vocabulary. Vocabulary teaching is the process of helping students improve their memory skills. This process continues throughout life, and vocabulary knowledge is obtained.. (Pan Q.& Xu R., 2011)

Teaching vocabulary was minor in the past. The changing of teaching approaches over the years has had a great impact on changing the learning of language. These are the major trends in language teaching in the twentieth century, divided into nine approaches:

- ❖ Grammar-Translation Approach
- ❖ Direct Method
- ❖ Reading Approach
- ❖ Audiolingualism
- ❖ Oral-Situational Approach
- ❖ Cognitive Approach (Silent Way)
- ❖ Affective-Humanistic Approach
- ❖ Comprehension Based Approach
- ❖ Communicative Approach

Grammar-translation approach: Grammar Translation Method involves the translation of literary texts followed by explanation in the students' native language of rules of grammar. It was so widely used because this method requires few specialized skills on the part of teachers, because they use their native language and so even teachers who are not fluent in English can teach via this method. Teachers commonly attempt to explain a foreign word, phrase or sentence by giving a mother-tongue equivalent. This means that translation has been used to learn the new words. Students face difficulties in how the words are used and what emotions the words express. This method has generated a great number of skilled students but only in grammar with a lot of

difficulties in remembering new words and consequently using them in patterns and collocations. The main defect of this approach is the absence of realistic oral communication, resulting students' inability in making conversation. (Brown H.D., 2001)

Direct approach: this method appeared at the end of the 19th century as a reflection of the grammar-translation approach. The primary goal of this approach was to train students to communicate in the target language and to have appropriate pronunciation. Learners should practise the target language until they reach the appropriate result: becoming fluent speakers. The translation was absent. Presumably, people will learn to think in the target language. Vocabulary would be learned naturally through interaction. Words are presented in context and move from simple to complex. Concrete words are taught through objects, pictures, and physical demonstrations. Abstract words are taught by clustering the words according to the subject or by making associations. However, it had some imperfections. It required teachers who spoke foreign languages fluently. (Hubbard P., Hywel J., Thornton B., & Wheeler R., 1983)

Reading approach: in the first quarter of the 20th century, reading became the primary goal of foreign language programmes, and it was popular until World War II. It was claimed that reading knowledge might be gained by the gradual introduction of words. The vocabulary in reading is controlled for beginning levels and selected according to its frequency and relevance. Vocabulary knowledge is more important than grammatical skills. The deficient vocabulary knowledge gained through the Reading Approach and its lack of emphasis on oral-aural skills gave rise to language learners who could not communicate in the target language. (Celce-Murcia M., 2001)

Audiolingualism: according to this approach the main principle is that speech is language. Learning is a matter of "habit formation". (Decarrico J., 2001)

Vocabulary are presented in dialogues. Most of the exercises that follow the dialogues are manipulative and pay no attention to the content.. The major objective is to acquire grammatical and phonological structure; thence, vocabulary is kept to a minimum, and new words are introduced and selected according to their simplicity and familiarity to make the grammar practise possible. As a result, the learners were unable to transfer skills acquired through Audiolingualism to real communication situations. (Richards J.C. & Rodgers T.S., 2003).

Oral-situational approach: this is similar to direct and situational approaches. Linguists believed that language is defined by its context and situation; in this approach, all lexical and grammatical items are presented and practised in situations; therefore, vocabulary is chosen according to the situations being practiced. It seemed that word selection covered the general vocabulary need.(Richards J.C. & Rodgers T.S., 2003)

Cognitive approach: also known as “silent way”. Language learning is viewed as rule-acquisition, not-habit formation. The principle of Silent Way which states that "teaching is subordinated to learning" .Vocabulary plays huge role, especially at intermediate and advanced levels. Distinction of vocabulary items are made between classes like:

- a) common expression in the daily life;
- b) communicating in more specialized ideas;
- c) more functional words of language.(Gattengo C., 1976)

Affective-humanistic approach: the teacher's or student's feelings and individuality are taken into account. Learning a language is considered self-realization. Pair-work, group work, peer support, and interaction play important roles in instruction. Memorizing vocabulary pairs, where a target word is followed by its native translation, is underlined. This method involves remembering vocabulary pairs, in which a target word is followed by its native translation, which is underlined. The effectiveness of this method is well defined by the huge number of words that can be learned.(Larsen-Freeman D., 2000)

Comprehension-based approach: this approach places value on students’ understanding the target language, and thus emphasizes the listening skill. Learners should began by listening to meaningful speech and not speak until they felt ready to do so. Vocabulary instruction according to this method has been neglected. It is claimed that there are similarities between the process of first and second language acquisition. (Postovsky V.A., 1974)

Communicative approach:A communication system is language. Vocabulary is moved to a second plan and primarily taught as a support for functional language usage as a result of the emphasis on fluency, correctness, and motivating pupils to speak. It was generally assumed that vocabulary would take care of itself; therefore, it is assumed that there is no real need for direct vocabulary instruction. (Decarrico J., 2001)

During last five decades position of the vocabulary has changed. The teaching of grammatical structures was prioritised over other subjects for a long time in English, as seen by the adoption of methods like the Direct Method and Audiolingualism. Because grammar was the main focus of these courses, there were not many terms introduced, and those that were most typically had a small vocabulary and were connected to the grammar structures being taught.

There was a major change in teaching English by the beginning of 1970s. The Direct Method and Audiolingualism were pushed aside in favour of the Communicative Approach, which placed a strong emphasis on vocabulary instruction. Speaking exercises and a variety of vocabulary were presented to the learners. Students were urged to express themselves as much as they could. (Howatt P.R., & Smith R., 2014)

1.2 Types of vocabulary knowledge

There are two types of vocabulary knowledge: receptive and productive vocabulary knowledge. Receptive vocabulary includes noticing the form of a word while listening or reading and retrieving its meaning. On the other hand, productive vocabulary knowledge includes the ability to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form. The following table Nation's presents summary of what is involved in knowing a word according to receptive and productive knowledge see appendix 1. (Nation, P., 2001)

According to Jamalipour and Farahani, language proficiency significantly influenced reading comprehension. This makes it clear that it serves as a predictor of reading comprehension proficiency, providing proof of the receptive talent. More specifically, understanding of word form, meaning, and use makes up the vocabulary knowledge that appears to affect the research finding. L2 speakers who have an advanced productive vocabulary are more likely to speak more quickly and spontaneously, with fewer pauses and repetitions. (Jamalipour S. & Farahani A., 2012)

Different studies show, that the number of vocabulary positively predicts the language skills: listening, speaking, reading and writing. The vocabulary has a more beneficial contribution to reading and writing abilities. It is moderately related to speaking and listening skills. Staehr (2008) reported that learners' receptive vocabulary size was found to be strongly associated with their reading and writing abilities, and moderately influential to speaking and listening performances. (Staehr L S., 2008)

In relation to word frequency, it is more likely to divide the vocabulary into active and passive vocabularies. The words that listeners and writers typically use when they are fully understood make up their active vocabulary. When speaking or writing, these are the terms that

can be instantly recalled and applied. Practically, the active words are ones we can use without pausing and exerting ourselves to recall when we write and speak. (Laufer, B. &Paribakht, T. S. 2008).

Laufer in his research separated them into two subgroups, namely controlled active and free active. In comparison, the passive vocabulary is meant as the words that are not completely understood, so that they are rarely used when writing and speaking. In light of this, it can be concluded that the passive vocabulary is a precondition of the active vocabulary. Indeed, it is, an optional step that must be learned before mastering active vocabulary because people have varying levels of ability and comprehension for words. As for the growth of the passive and active vocabularies. Laufer explained that both passive and controlled vocabularies grew and were correlated with one another. Yet passive vocabularies increased more than the controlled active ones. The free active vocabulary was found to be unrelated to the two types. Passive words were acquired more than the active ones. They claimed that, compared to passive vocabulary, the development of active vocabulary was slower and less predictable.(Laufer B., 1998)

Vocabulary knowledge itself is divided into internal knowledge and external knowledge which includes its grammar, connotations, pragmatic rules, socio-cultural message, phrases and idioms. To acquire this knowledge, teachers should assist students in strengthening their vocabulary memory skills and developing their ability to identify terms from context. Vocabulary teaching is important in this stage of vocabulary knowledge formation. So, that vocabulary teaching includes these parts:

Pronunciation and spelling. Teacher should pay attention to standard pronunciation and correct spelling at the same time because these are inseparable and essential parts of vocabulary knowledge.

Grammar. Grammar of new vocabulary is also should be provided because in English the word can change completely in different grammatical situations. For example, when you teach irregular verbs, you, as a teacher have to provide past simple and perfect forms of verbs.

Word formation. Students also must be taught and paid attention that words can combine with each other in order to create another word. On other hand students also should know that words also can be broken down into parts and know the meaning of these small parts in order to guess word only by recognizing this component. (Pan Q.& Xu R., 2011)

In order to achieve desirable vocabulary knowledge learners start to memorize standard words. But they don't know where to start, which words must be learnt first, and which are after. The only principle of vocabulary selection is frequency. This criterion of how frequently some certain words are used can help us to decide which words we should teach. Another principle is

coverage. A word should be taught if it covers more things than if it only has a specific meaning. What words mean can be changed, stretched or limited by how it is used.(39)

1.3 English vocabulary acquiring problems

Pronunciation

General observation suggests that those who start to learn English as L2 have serious difficulties in acquiring intelligible pronunciation. This difficulty has nothing to do with intelligence or level of education, or even with knowledge of English grammar and vocabulary. What is generally accepted among psycholinguists and phonologists who specialized in this area, is that the difficulty of learning to pronounce a foreign language is cognitive rather than physical, and that it has something to do with the way ‘raw sound’ is categorized or conceptualized in using speech. Many learners of English as a second language have “major difficulties” with English pronunciation even after years of learning the language. (Abbas P. G.,2011)

English vocabulary is different, including pronunciation and spelling, meaning and the word use. The way of how pronouncing the word is quite different from writing. Therefore, people especially students who learn English often find difficulties in learning vocabulary. One of the most arduous tasks when learning a language is committing to memory enough words to allow to express yourself regardless of the situation or subject. Why English is one of the harder languages in this respect. Here are some of the reasons why people find it so challenging. English has a vast number of words – the biggest of any language, according to some scholars. It’s a particularly complex lexicon because it has many different roots and influences. Regional dialects alter pronunciation. The same word can be pronounced very differently depending on who’s saying it. A good example is the way the “a” is pronounced in the word “bath”; there’s a broad north-south divide between those in southern England, who pronounce it with a long “a” to sound like “barth”, and those in northern England, who pronounce it with a short “a” as heard in the word “cafe”.(39)

Spelling

It can’t always guess the pronunciation from the spelling. Just as it’s not always possible to guess the spelling of a word based on how it sounds, pronunciation of already difficult sounds is made harder by the fact that it’s often hard to guess how a word is pronounced based on its spelling. Let’s look at an example to illustrate this. You’d be forgiven for thinking that because they all end in the letters “-ough”, the words “cough”, “tough”, “through”, “thorough”, “bough” and “dough” would all sound the same when spoken aloud. Not so. Each of these words is pronounced differently. The “-ough” sound in “cough” sounds like “off”; in “tough” it sounds like

“uff”; in “through” it sounds like “oo”; in “bough” it sounds like “ow”; in “dough” it sounds like “oh”. Unfortunately, there’s no substitute here for simply learning the individual pronunciations; with no hard-and-fast rules dictating the pronunciation of words ending in “-ough”, it’s a labour-intensive series of words to learn. Luckily, not all word endings are as difficult to learn as this one; words ending in “-tion”, for instance, are all pronounced “shun”. This means that for most of the standard endings, you only need to rote-learn the exceptions where pronunciation is concerned. (Thornbury S.,2002)

There are so many silent letters. English has lots of silent letters that aren’t pronounced, which gives EFL learners even more pronunciation issues to contend with. An obvious example is words that begin with a silent “K”, such as “knife” or “knock”. There are also other silent letters at the beginning of words, such as the silent “H” at the beginning of “honour”, the “p” at the beginning of “psychology” or the “G” in “gnome”. Less obvious are words that contain or end in silent letters rather than beginning with them. Examples include the “G” in “benign”, the “B” in “thumb”, the “H” in “character”, the “N” in “autumn” or the “T” in “castle”. (39)

Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire. Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wideranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch).(40)

Gower, Philips and Walter explain what makes a vocabulary item is easy or difficult. How easy or difficult a vocabulary item is can depend on a number of factors:

Similarity to native language: the difficulty of a vocabulary item is often depends on how similar the items is in the form and meaning to the students’ first language. Words which are similar in the first language and English may be misleading rather than helpful. (Gower R., Phillips D., Walters S., 2006)

Similarity to English words already known: once students have some English then a word which is related to an English word they are already familiar with is easier one which is not.

For example, if students have already met the word friendly they should be able to guess the meaning of unfriendly.

Connotation: the connotation of the phrase presents learners with yet another challenging concept to grasp. For instance, to a native speaker, does the word have a positive or negative connotation? Either skinny and slim could be used to describe someone who is thin ± but these words are very different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude. (Gower R., Phillips D., Walters S., 2006)

Multi-word items: a lexical item may consist of more than one word, as in a compound noun such as tennis shoes or sports car, or a phrasal verb such as to put someone up. Phrasal verb are notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

Collocation: how a lexical item collocates (or “goes with” other items) can also cause difficulty. For example, people are injured or wounded but things are damaged, and we can say a strong wind and strong coffee - but it’s a light wind not a weak wind and weak coffee not light coffee.

Appropriate use : when to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use pushing to mean almost in He is pushing fifty. But pushing is only used in this way with older people - we do not say he is pushing there!). Also, it's necessary for learners to recognize whether a word or phrase has an obvious formal or informal style. (Gower R., Phillips D., Walters S., 2006)

Idioms: an idiom is a form of figurative language that can have both, a literal and a figurative meaning. It is estimated that there are at least 25,000 idiomatic expressions in the English language. For example, Alex spilled the beans, might refer to someone tipping out the contents of a jar of beans (literal) or revealing a secret (figurative). So what makes idiom difficult? The answer is its meaning. Idioms are not easy to understand - especially for non-native speakers, because their meanings are usually metaphorical. This characteristic of idioms makes them strange and difficult to understand for English learners. ESL learners will need to familiarize themselves with the meaning and usage of each idiom. Learning to use common idioms and expressions will make ESL learners sound more native. (41)

Main Reasons Why Students Forget the Vocabulary Acquired

It is important that teachers insist on the practice of vocabulary because with all their best will, students forget the words they learn. Jeremy Harmer identifies two main reasons that cause forgetting: interference from subsequent learning and insufficient recycling. Most teachers are aware of the fact that introducing a new vocabulary may imply forgetting the old one. This happens

most frequently when words are taught that are very similar to the ones recently acquired because, according to Harmer, the new words have the effect of “overwriting” the previously learnt material. This is the reason why teachers should avoid teaching lexical sets containing words that have similar meanings to the previously ones. (Harmer J.,2014)

The second cause that triggers forgetting is insufficient recycling of the vocabulary acquired. Research shows that frequent review of learnt material can dramatically reduce the rate of forgetting. Nevertheless, it is not enough to simply repeat words and to reencounter them in their original context. What really helps is to recycle the words in different ways and at equal levels of depth. Research argues that if learners use or encounter the words in a different way from that in which they first met them, then better learning is likely to be achieved. Another important aspect when recycling certain words is for students to make sure that they really understand the meaning and the use of those words. Students might also try to apply the new words to their real life events or activities. (Harmer J.,2014)

PART 2 COMPONENTS OF VOCABULARY INSTRUCTION

The second part of the thesis theoretically explains the whole process of vocabulary teaching, from the introduction of the new vocabulary using variable techniques and strategies combining new technology with traditional ones. It affirms the importance of the teachers coordination in choosing the most effective option for promoting competitiveness in the classroom and inspiring learners.

2.1 Introduction of the vocabulary

The teacher in presenting new word has to make the greatest possible impression on the learner's mind, so that student will remember new words phonic form, graphic form and its meaning. After this, teacher should prepare activity aimed to develop knowledge of learned word. Most preferable exercises would be the ones where reception of foreign language will be stressed. Also in this example the word must be used in different contents, so students will understand and learn differences in the vary meanings between native and foreign languages. Finally, teacher should concentrate learners how to use productively new learnt word. This stage should consist of some imitation exercises, also exercises which increase usefulness of words appropriately in sentences. (Coxhead A., 2000)

Teaching vocabulary skills requires vocabulary instruction that is understood in terms of the following:

Reading vocabulary - words are imperative in understanding the context and the content in reading materials from flyers, books to school textbooks.

Verbal/Speaking vocabulary - children from pre-school to secondary school have an accrued vocabulary list of words that are used in generic conversation and more directed communication.

Writing vocabulary - students learn how to start with the basics of writing sentences to the complexity of constructing research papers and reports.

Listening vocabulary - in earlier grades, students are engaged in active listening skills that contribute new words to their vocabulary. As students transition from grade level to grade level, vocabulary words gained from active communication increases or decreases dependent on the student's intention to learn new words and use them and the teacher's ability to facilitate the learning of new worlds. (Coxhead A., 2000)

When students are taught new words, they need to understand these essential principles:

- ✓ Meaning of the word - what's its definition?

- ✓ Context - how can this word be used in real life? What situations can it be used in and what are the facts that surround this word, phrase or sentence?
- ✓ Spelling - make sure they spell the word correctly by holding spelling tests and spelling the words out loud. Don't let them confuse homonyms i. e.: bare and bear, see and sea, cell and sell etc.
- ✓ Pronunciation - how will they say this word? Will the sound they produce be stressed correctly and to the standard of speech?
- ✓ Grammar - where will this word fit in sentence structure? What role will it play in parts of speech ie: verb, noun, adjective, adverb etc?
- ✓ Stress - is the word broken into syllables properly when being expressed? un-for-given, dream-er, wa-ter, smi-ling etc.
- ✓ Accent - are the edges of the word soft or hard? Is the pitch, tone and length of the word said correctly?
- ✓ Purpose/Register - what purpose does this word have in the occasion it is being used in? Is it being used at a formal event like a wedding, in a more relaxed setting with friends or is it being used casually as slang?
- ✓ Collocation - These are often two or more words that are often used together by native English speakers. Does the arrangement of the words make sense when placed in a sentence? ie: sleep tight, table of contents, heavy burden, heavy smoker, heavy drinker etc.
- ✓ Cliché - is this word or phrase so overused that it's lost its original meaning? When an expression becomes so common it takes on a life of its own eg: there's no business like show business. A cliché has a literal meaning whereas idioms have figurative meanings e. g.: let the cat out of the bag.

The key is finding teacher's personal way of teaching vocabulary. Teacher must figure out what is best for pupils. The vocabulary programme is designed to include both explicit and implicit instruction. And varying levels of autonomy on a given task will help learners gain vocabulary in terms of depth and breadth. There is an ongoing need to perform a formative assessment of learners. This enables the teachers to plan and re-plan lessons to meet the needs of their learners. (Diamond L. & Gutlohn L., 2006).

2.2 Methods of teaching vocabulary

Vocabulary is the knowledge of words and word meanings. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Effective methods in lexical teaching are as follows:

- **Pre-teaching vocabulary.** The primary consideration for pre-teaching vocabulary should be which words need to be clarified for students so that those words don't get in the way of comprehension. Pre-teaching vocabulary facilitates the reading of new text by giving students the meanings of the words before they encounter them. This practice reduces the number of unfamiliar words encountered and facilitates greater comprehension. (Beck, McKeown & Kucan, 2008).
- **Teaching vocabulary from context.** Context is a set of words, which frames sentences. Context helps learners to understand meaning of what wanted to be expressed without knowing every word of sentence or whole text. It is also proved that it is easier to learn vocabulary in context, than just memorizing the words. Context ensures foreign language learners different situations in which usefulness of word is changing. Thus words should not be taught separated from context. (Hatch E.&Brown S., 1995).
- **Teaching vocabulary with Semantic Field Theory.** In linguistics, semantic field theory is a set of words grouped by meaning that refer to a specific subject. So, it indicates that words are not separated from each other. Consequently, they create several semantic fields, such as "fruit.". Apple, strawberry, banana, and pear all belong to the same semantic class and thus exist in the same semantic field. By associating words in the same semantic field, teachers can train students to constantly deepen their recollection of words learned and reinforce the learning and retention of newly learned words.(42)
- **Expanding vocabulary by word formation.** To teach lexical items effectively, students must be familiar with word formation processes, which help students to see that words can create a word networks. Students should know what prefix, root and suffix is. In this way, students can not only guess unfamiliar words from the familiar ones that have the same root, suffix, or prefix, but also recognise the reason for English word formation.. Undoubtedly this motivation will increase their learning desire and of course knowledge of vocabulary will increase as well. For example, let's say a student comes across the word antifreeze in a novel he's reading. He may not recognize this word and be initially stumped as to what it means. But if he has been taught that the prefix anti- means against, then he can conclude that antifreeze is something that goes against or prevents freezing. (Єфімов Л.П., Ясінецька О.А., 2004)

- **Using the Word Pairs Vocabulary Strategy.** In the Word Pairs vocabulary strategy, students evaluate the connections between pairs of words. The relationship choices are:
 - a) the same-beautiful, pretty, charming;
 - b) opposite : tall and short, hot and freeze;
 - c) go together: hide and seek, thunder and lightning. (Stahl A. and Kapinus B.,2001)
- **Teaching cultural connotations and cultural differences.** English language is a language which has adopted and absorbed maybe thousands or even millions of words from other languages. So, teachers when teaching vocabulary should not reject introducing the knowledge of culture background. Because language is a tool to convey a culture, since vocabulary is a base of language it should reflect cultural life in human society. (Hatch E.&Brown S., 1995).

Many fixed English ways of expression cannot be changed randomly. For example, the answer to “How do you do?” is “How do you do?” When asking price, people usually say, “How much, please?” instead of: “How much do you charge me? Or “How much do I owe you”; when paying bill, “Waiter, bill please.” Instead of “Excuse me, sir. We’re finished eating. How much is it, please?” When asking the other one’s name on the telephone, “Who’s speaking, please?” or “Who is it, please?” instead of “Who are you?” (Jin Wang 2011)

- **The use of dictionaries.** The dictionary is an essential learning resource for second language learners, both within and outside the class. If student want to enlarge his vocabulary knowledge in the extensive way, the best tool for this is dictionaries. Dictionary provides spelling, pronunciation and transcript of the word. (Pan Q.&Xu R., 2011).
- **Play Vocabulary Games.** Unlike the traditional method of learning and teaching, in that way, learners are required to take part in a number of meaningful activities with different tasks. Using games in language learning are able to give much contribution or benefits in the teaching and learning process. The main purpose of vocabulary games is giving many inputs of vocabulary to the students through learning by playing. They do not need to work hard to memorize some vocabularies without any tactics. The students are able to comprehend many vocabularies in a time of a game and in an enjoyable atmosphere without any force or under enforcement situation. Generally, games also can be related to a kind of intelligence (Oleinik T.I., 1992)

Advantages of playing vocabulary games during the lessons:

*Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.

*Games usually involve friendly competition and they keep learners interested.

*Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way.

*Games are highly motivating and they give students more opportunity to express their opinions and feelings.

*Games add diversion to the regular classroom activities, "break the ice", but they are also used to introduce new ideas. (Madina Toyir & Qizi Ergasheva 2021)

- **Speak to the learners with rich vocabulary see Appendix 2**

Use a wide range of terminology in your regular instruction and interactions with students to make the most of the time you have in the classroom. Use rich vocabulary in the classroom, use synonymous but simpler words immediately after the rich vocabulary so that your English language learners gain a natural understanding of the rich vocabulary.

“Good learners seem to be those who initiate their own learning, selectively attend to words of their own choice, studiously try to remember these words, and seek opportunities to use them” (Peter Yongqi Gu., 2003)

Vocabulary learning habits:

1. Vocabulary notebooks.

This learning strategy motivates students to continue learning vocabulary outside of the classroom. Usually these notebooks consist of learners' translation of single word in lists. Good vocabulary notebook shows that student is interested in learning new vocabulary

2. Research tools.

Students now have access to vast amount of information everywhere for everything, such thing like Internet. Access to dictionaries, encyclopedias and any other source is now became easier and faster.

3. Everyday usage.

Everything around students can provide students with ideas how to use materials. In order to activate and practice vocabulary in their everyday life. This strategy is especially useful for the non-English-speaking environments.

One of the most important in learning language is acquiring as much vocabulary as learners can. It requires not only mechanical memorizing, but also analyzing words' different meanings and usage. In order for better information acquirement teachers always has to propose different kind of activities and exercises to keep new learnt words fresh. On the other hand students need to often repeat new learnt words, their meanings and usage in different situations. (McCarten J., 2007)

To have a rich vocabulary, pupils also need to remember them because, in fact, learning is remembering. Unlike grammar learning which is based on a system of rules, vocabulary knowledge implies accumulating individual items. It is a learning process that relies primarily on memory. It has been designed a number of techniques meant to help learners efficiently memorize words and to help teachers make the process of learning easier for their students. (43)

Effective vocabulary memorizing techniques :

1. Repetition is an important technique in learning vocabulary. In order for the words to be kept as long as possible in the memory, it is necessary that they be repeated at frequent periods of time. However, repetition alone will not be effective. It must be accompanied by the understanding of the meaning of those particular words and by correlation with other similar already learnt words. (43)
2. Another important technique is using the newly learn words. In this case, the teachers' role is also valuable. In the classroom, teachers should insist on practising the news vocabulary by encouraging students to speak as much as possible and by designing vocabulary-centered activities and games. At home, students need to be motivated to individually keep on using the new words until they are stored in the long-term memory. (Thurstun J.&Candlin C., 1998)
3. Practising vocabulary is strongly connected to applying vocabulary to students' real life events. Learners will acquire vocabulary easily if they practise it by associating words with events from their daily life. Considering that students are presented a new word list related to the topic entitled "travelling." Learners will successfully memorize the word list by creating a real life event, for instance "going to Italy" and then performing a situation in which all the words can be included. This can be done in classroom as well as at home and will certainly entertain students and have positive results. (McKeown G. Margaret 2019)
4. Another witty technique to be taken into consideration when both learning and teaching vocabulary is imaging. Students will easily learn new words if they are taught to associate them with their picture. If, for example, students associate "travel agency" with the image of the particular building where we go to ask information about travelling, they are likely to keep that word in their mind for longer time. Thus, it is extremely important for the students to visualize the words they must learn. This will help the learning process and will keep the words in the long-term memory.(Thurstun J.&Candlin C., 1998)

2.3 Teaching vocabulary through reading

Why reading is so important in acquiring English? Teaching English as a foreign Language, where opportunities for practising English in daily life may be more limited, one of the main sources of new vocabulary is reading of English texts. Reading and vocabulary teaching create an absolutely efficient approach in learning a language. English words are usually introduced as part of reading activities where it is compulsory for students to read a text and translate the difficult word meanings they find in the text. (Horst M., 2005).

Incidental learning occurs as a result of a number of exposures to unknown items during the reading process, meaning being obtained by either guessing or consulting a dictionary (Hulstijn J., 2005).

Additional vocabulary activities/exercises are considered to be an essential way to improve learners' vocabulary acquisition and have traditionally been valued in classroom education as a reaction to the primary shortcomings connected with pure incidental learning. During reading, a student could come across an unfamiliar term and attempt to understand its meaning while paying little attention to the word's form since understanding the meaning of the word is fundamental for text comprehension. When performing vocabulary activities, students' focus might be more sharply focused on the shape of the target items. (Horst M., 2005).

Incidental Vocabulary encourages greater holding and more in-depth thinking. During reading, learners engage in cognitive processes, such as thinking and rethinking, to help them remember the new words for a longer period of time. Both the receptive and productive uses of words are part of cognitive function. Learners comprehend not just the text's contents but also its linked grammatical structures, typical lexical groups, and usual associations between words and context. Reading a lot helps students gain vocabulary while also enhancing their fluency. During reading, students pay more attention to word groups than to individual words. (Horst M., 2005).

According to Hulstijn and Laufer (2001), words that students come across when acquiring incidental vocabulary will be remembered in the long-term memory and may be used more confidently in a variety of contexts. Learners' success in mastering vocabulary can not be alienated from their own efforts. Teaching and learning vocabulary through reading is essential for various reasons. Firstly, vocabulary is an important component in learning a new language, and enriching vocabulary knowledge helps develop language skills. Secondly, learning vocabulary through reading is a helpful strategy, especially for EFL learners. Reading appears to be an important source for developing learners vocabulary. Reading comprehension relies on prior vocabulary knowledge, but reading is also a major source of new vocabulary learning. (Hulstijn, J.H., & Laufer, B., 2001)

Reading English is an important part of language learning because it helps learners to develop other related skills like grammar, vocabulary, and writing. It increases pupils' knowledge of the world, their vocabulary and ability to construct new and interesting sentences. (Horst M., 2005).

2.4 The use of new technology in teaching vocabulary

The strategies that are used in English classes can now be selected with more freedom.. Teachers are becoming more conscious of the value of vocabulary as well as the grammar of words, collocations, and word frequency. English teachers always look for new and interesting ways to stimulate students to learn English. Giving learners something new does wonders in relieving boredom and spiking interest in a topic. There are some techniques that teachers can use in Transcarpathia in their classrooms to improve their students' vocabulary:

❖ **Demonstrations and showing pictures.** Teacher can act and learners try to imitate it. For example, the words like run, read, cry, eat, sleep, and dance can be demonstrated. Miming works well with younger students. Teacher can mime out emotions and everyday activities to teach new words. Teachers can also use picture dictionaries.

Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words that are often used in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can be used in printable worksheets and flashcards, where pictures are matched to the words they represent. Learners remember better the material that has been presented by means of visual aids'. (Efremenko V.A., 2007)

❖ **Display material on a Large Screen.** Another visual way to teach vocabulary is to find videos that showcase the words used in lesson. Videos created for people learning English as a second language are also ideal for teaching younger students the words with which they have had little or no exposure. (Efremenko V.A., 2007)

The advantages of multimedia presentations are:

- 1) a combination of a variety of textual audio and video visuals;
- 2) the possibility of using the presentation as an interactive, multimedia whiteboard, which allows us to more clearly familiarize with new lexical, grammatical and even phonetic material, as well as provide support in teaching all types of speech activity;
- 3) the ability to use individual slides as handouts (supports, tables, charts, graphs, charts);
- 4) increased attention of the whole class;
- 5) ensuring the effectiveness of perception and memorization of new educational material;
- 6) saving study time;

7) the formation of computer multimedia competence of both teachers and students, the development of their creative abilities in the organization of educational work (Rogova G.V. & Rabinovich F.M., 1991)

- ❖ **Teaching words in context.** Just learning words separately, doesn't help students to learn how to use the word. When students learn them in context, this problem is solved, because they are given an example sentence, right in front of their eyes! Students can write down their new sentence and the example in their vocabulary notebook, to be practiced later. If students are reading digital texts, they can mark the text in a number of different ways to identify context clues. They can highlight, underline, bold, or vary the font (size, style, or color) of unknown words and/or the surrounding context. They can mark the clues that they believe will help them uncover a word's meaning. Many supports can also be embedded in the digital text to help students while they are reading. For example, selected words and phrases (the unknown words as well as the surrounding context) can be linked to definitions, synonyms, antonyms, images, and audio explanations. (Sarswathi V., 2004)
- ❖ **Etymology.** Every word has its origin and its story of how it gets its current meanings. So, whenever teachers teach a new English word they can ask students to look it up in a dictionary or other reference books, or surf the Internet to find its origin. The interesting stories behind a word's origin can be a very good reminder for students to remember the particular word. Thus, learning the etymology of a word will certainly promote students' comprehension of new words. (Sarswathi V., 2004)
- ❖ **Collocations.** It's a widely accepted idea that collocations are very important part of knowledge and they are essential to nonnative speakers of English in order to speak or write fluently. The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about heavy rain but not heavy sun, or we say that we make or come to a decision, but we don't do a decision. So, heavy rain and make a decision are often referred to as collocations and we say that heavy collocates with rain. (Juhaina Al Musa., 2022)
- ❖ **Synonyms.** A synonym may be used to help students to understand different shades of the meaning, if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize. (Juhaina Al Musa., 2022)
- ❖ **Using an i-Pad.** The i-Pad is a tablet device that has many educational applications that can be downloaded for student use. It can be used to watch videos, conduct research, and

play educational games to reinforce concepts or topics. When students are engaged in digital learning activities, the students see these tools as exciting and unique, not as schoolwork. (Saine, P., 2012)

Vocabulary instruction needs to be integrated with the teaching of the four language skills so that a word can be not only understood in reading, but also easily recognized in listening, written correctly in writing, and articulated clearly and properly in speaking. Each language skill provides a different input and output response, giving vocabulary a variety of different means by which to be utilised. Pronunciation, contextual use, spelling and social meanings all need to be taken into consideration when teaching vocabulary. This means that students will gain an appreciation of what a word means and how it is used in rich contexts. (44)

PART 3 ENGLISH VOCABULARY TEACHING TECHNIQUES AND STRATEGIES IN TRANSCARPATHIAN SECONDARY SCHOOLS

The third part describes the aim of this thesis: to identify the most effective strategies for teaching English vocabulary, according to English teachers' opinions in Transcarpathia. It explains its methodology, the subjects, the results, and the materials employed to gather and organise the data. The background information, research questions, objectives, and findings are all presented in this part.

3.1. Research questions

The purpose of this study was to identify the most common and effective vocabulary teaching strategies from the perspective of English teachers. The research offers details about contemporary innovative and well-known methods used by teachers. How they guide pupils in becoming better word users.

The main questions were to find out:

- Which methods of teaching vocabulary do teachers prefer in Transcarpathia?
- How often do teachers check their pupils' acquisition of learned vocabulary?
- What are the main difficulties of teaching vocabulary?
- How do teachers inspire and motivate pupils to study vocabulary?

3.1.1. Participants

19 English instructors from different schools in Transcarpathia took part in the survey, answering questions about the best ways to teach vocabulary. There were two male teachers and seventeen women. The age category is 27–56 years.

3.1.2. Instruments

The questionnaire itself was developed as part of a study to compare instructors' perceptions regarding vocabulary teaching methods and strategies. There are 21 significant items in the questionnaire. It all began with instructors' views on the value of teaching vocabulary, word learning, assessing vocabulary knowledge levels, and engaging in dialogue using new terms. The significance of teaching both direct and indirect methods were discussed. Teachers' perspectives on the challenges associated with teaching vocabulary were also taken into consideration. Finally, it was examined how teachers incorporate games into their lessons to promote vocabulary learning and motivation.

3.1.3 Research findings

The research was conducted at the beginning of the second term of the academic year 2022–2023. This research requires the participation of teachers willing to take part in the study. Participants were informed about the purpose of the research and asked to respond to the questions without giving their names. The questionnaires were sent to the teachers to fill out online, and it took approximately 10 minutes.(see appendix 3)

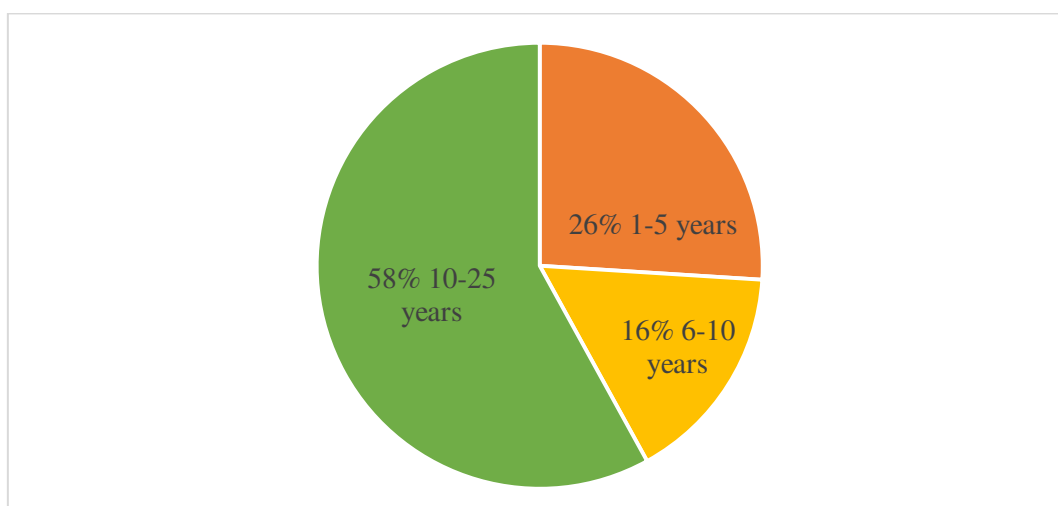
3.2 Discussion and interpretation of results.

It is important to highlight some background information about English teaching in Ukraine, particularly in the Transcarpathian region, in order to comprehend the vocabulary teaching methods and ideas. The average number of English lessons per week varies from 2 to 3. According to teachers' opinions, it should be more for effective teaching. Despite such a small number of lessons, teachers persevere in their efforts to overcome all obstacles and achieve the desired success.

The educational reform called the New Ukrainian School started in 2017. It is bringing even bigger changes in attitude towards language learning where "communication in foreign languages" becomes a goal, a competence or skill set to develop, "the ability to understand adequately concepts expressed in a foreign language, to express both in speech and in writing the ideas, thoughts, feelings, facts, and views" (from Conceptual Principles of Secondary School Reform).

In the light of the educational reforms, teachers of English are at an advantage today, being able to have direct access to lots of resources, ideas, activities, and social media platforms internationally. The questionnaire provides the data obtained from nineteen English teachers.

Diagram 3.2.1 Teacher's experience in teaching English

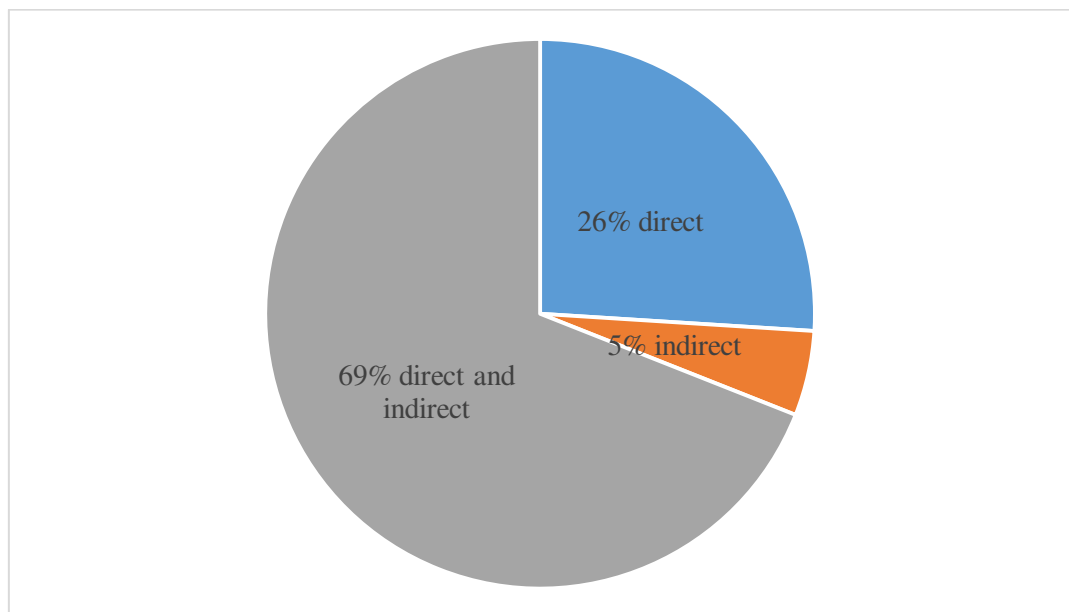


Direct and indirect vocabulary instructions.

The direct method means the teacher explains new vocabulary using real-life examples, visual aids, or demonstrations.

The indirect method means the teacher emphasizes the understanding of the language and complex concepts rather than simply learning the words themselves.

Diagram 3.2.2 Vocabulary instruction



According to most of the teachers' point of view, direct and indirect methods of teaching vocabulary are used together or try to employ both of them. They practice it to improve students' vocabulary acquisition. The direct method includes selecting key words, explaining new words using pictures and miming, especially in the lower classes, and teaching concrete vocabulary and sentences. While using indirect methods to reinforce incidental vocabulary knowledge extension. Which method is appropriate depends on the teaching material.

- Are there regular, irregular, or phrasal verbs?
- Are there simple or compound nouns?
- Are words formed by the addition of suffixes, prefixes, and so on?

The most preferred strategies for teaching vocabulary among teachers are:

1. A semantic field. It is a set of words that are related in meaning. When words convey under common concept it is simpler for learners to remember them. For example: animals, parts of body, house, colors and so on.
2. Using the Word Pairs Vocabulary Strategy: Synonyms and Antonyms. The active memory of students is strengthened when new vocabulary is taught in the order of synonyms and antonyms. It leads to better memorization of target words.
3. Pre-teaching key words. It is convenient before a reading task. As it saves time for searching the translation and transcript of new vocabulary, provides better comprehension of the reading material.
4. Power point presentations using a large screen, as this device is found in every school since the period of accepting the New Ukrainian School reform. This technique helps teachers in presenting new material in multiply ways: through the projection of colors, images, tables, interactive slides. It is an effective method because it captures the pupils' attention.
5. Teaching vocabulary from context. It is an important statement, according to teachers experiences, that guessing meaning from the context is the key to vocabulary learning. Students should be encouraged to make use of their previous knowledge to guess the meaning of new words.
6. Teaching vocabulary through activity. It is motivating, fun and helps in thinking. Because being able to think is the key to learning. For example, post-reading activity attempt pupil's mind to recall the previous read words. It encourages learner focused more sharply on remembering the target words, collocations.
7. Teaching vocabulary through reading. English teachers cannot teach every word which is valuable for extensive communication during the lessons. However, they support pupils in reading on their own. It is advisable for second language learners to read a lot and read from different resources to rich their active and passive vocabulary as well.
8. Teaching not only the denotative meanings of the words. It is very important to teach connotation, the deeper meaning that is associated with a word. The reason is that there are a lot of polysemantic words in English, meaning that the same word has many related meanings.

All of the teachers have the same opinion about vocabulary work during the lessons, and it is a fact that vocabulary acquisition is essential for learners. 94.7 percent of the responders insist on pupils having vocabulary notebooks. Particularly when pupils come across some unknown words, teachers encourage them to write them down in their vocabulary notebooks. It gives learners the opportunity to memorize and revise new words in a simpler way. Teachers revise

vocabulary constantly. In order for the words to be kept as long as possible in the memory, it is necessary that they be repeated at frequent intervals of time. 57.9 percent of teachers check vocabulary knowledge level every lesson, and 42.1 percent do so once a week. Teachers use different types of word assessments and support pupils in making up dialogues. In such a way, learners recall words and expressions that they have learned.

The main difficulties in teaching vocabulary, teachers have mentioned:

- the lack of lessons;
- lack of pupils' motivation in learning a second language;
- lack of chronological sequence of school textbooks topics.

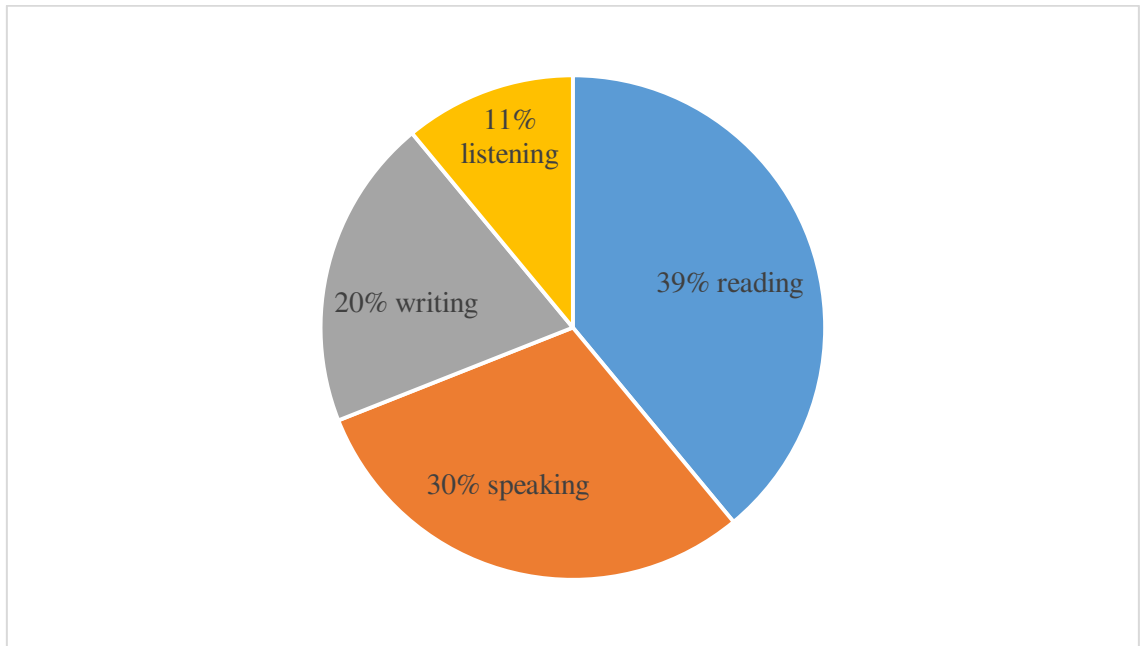
A small number of lessons was called as a priority difficulty. The importance of the English language has shifted in a positive direction, despite the fact that Ukraine ranks 28th out of 32 European countries in terms of English proficiency. However, the Ministry of Education has to make some changes in order to increase the number of lessons. It is a reason why there are some pupils not fond of English. Additionally, the sequence of books. There is the tendency that one year pupils are studying from one type of authors school programme, the next year they continue other material. Sometimes they are not matched. It is a task of the teacher to prepare the lack of school material. It is a shining illustration of how important the job of a teacher is.

Teachers encourage and maintain pupils motivation to study vocabulary by providing various types of activities. It is important and creates a competitive atmosphere in the classroom. Openness and the spirit of competition should be the basis of the activities. Pupils make progress in lexical learning incidentally, without forcing their attention. Schoolchildren enjoy reading, however, it depends on the reading material, in the opinion of the teachers. Teachers therefore continually encourage independent reading in their students. A reading assignment makes up the majority of a student's homework. Even, a short story could be really helpful. Reading appears to be an essential source for expanding students' vocabulary. It is a major way to learn new words, but it also depends on existing vocabulary knowledge for reading comprehension.

Speaking activities are among the second-favourites. For example, retelling a story with your own words using synonyms, making up dialogue with new words, providing definitions, interpreting idioms, and so on.

Sentence completions and matching tasks are preferred writing exercises.

Diagram 3.2.3 Activities



It has shown a brilliant illustration of the rate of favourite activities among learners. In the past, reading was the core of language learning, and nowadays it has stayed the preferred method. During the reading tasks, pupils focus on the context and word formation using the target vocabulary. Reading helps in memorising new expressions, terms. The more learners read, the more they remember not only new lexical items but their synonyms too. Educators practised different types of reading:

- a. skimming it means going through the text to grasp the main idea;
- b. scanning means quickly scuttlesacross sentences to get to a particular piece of information;
- c. simply reading aloud.

In conclusion, the research's goal was to highlight the significance of language teaching tactics and give a thorough explanation of how they are used. Teachers employ a variety of methods, strategies, and procedures to help pupils improve their vocabulary. To raise students' levels of knowledge, teachers incorporate a variety of activities into their courses and make use of innovative technology. Teachers will never be able to provide their pupils with an entire vocabulary. Most of the learning must be done by each student on his or her own. Students can continue to gain vocabulary for the rest of their lives once they have been taught how to deal wisely with the words they need.

CONCLUSIONS

The most important ability to develop while learning a foreign language is vocabulary. All other skills—reading, writing, speaking, and listening—are built on and founded on vocabulary. In order to draw conclusions, this work has demonstrated several approaches to vocabulary instruction in the past, along with their benefits and drawbacks. It identified important factors that contribute to English vocabulary's difficulty in comprehension, memorization, pronunciation, and writing.

Teachers and methodologists have long been interested in the approach of teaching English as a foreign language vocabulary since it is crucial to both students' vocabulary knowledge and the development of their speaking abilities. Finding strategies to enhance vocabulary teaching techniques as well as the way language content is organised is necessary for obtaining practical language proficiency. It has been demonstrated that applying the techniques and principles of teaching vocabulary properly provides effective language learning in classrooms.

It is well known that vocabulary study is the basis of language acquisition. English words are distinctive in their writing, pronunciation, and interpretation. There are a huge number of idioms that users of the target language are fond of practising. These are regular relationships, and together they form a certain integrity. This determines that lexical teaching and learning take an important place in every foreign language lesson, and the formation of lexical skills is constantly in the teacher's field.

One of the most important aspects of learning a language is expanding one's vocabulary as much as possible. It involves not just mechanical memorization but also analysis of word use and many meanings. Since learning is really just remembering, students need to be able to retain information in order to have a diverse vocabulary. Contrary to grammar instruction, which is based on a set of rules, building up a vocabulary involves learning particular words. The majority of the learning process depends on memory. In order for a word to be easily recognised in hearing, written correctly, and spoken clearly and accurately, in addition to being understood in reading, vocabulary education must be connected with the teaching of the four language skills.

Teachers must constantly suggest various tasks and exercises to keep newly learned terms fresh in order for students to better understand the material being taught to them. On the other hand, students must frequently reiterate newly learned terms, their definitions, and how to use them in various contexts.

Reading is an important part of vocabulary learning because it increases pupils' lexical knowledge and ability to construct new and interesting sentences. During reading, students pay more attention to word groups than to individual words. Incidental vocabulary promotes greater

retention and deeper thought. In order to recall new words for an extended period of time when reading, students engage in cognitive processes, including thinking and reconsidering.

Teachers employ a variety of activities to create a positive and competitive environment during English lessons. The teaching and learning process can greatly benefit from the use of games in vocabulary development. The basic goal of vocabulary games is to introduce pupils to a wide variety of vocabulary through play-based learning. Without any practise, they don't have to work hard to learn certain words. Children are able to figure out a wide range of vocabulary throughout a game.

English teachers use the latest technology in addition to traditional methods to enhance the quality of the educational process. Despite the small number of hours that are provided for teaching English, teachers try to use them effectively. Educators impart not only specialised knowledge but also the skills necessary to continue learning independently after school. Learning doesn't stop at the classroom door. The teacher coordinates the course of the lesson, the choice of methods for teaching new vocabulary, the principles of checking already acquired knowledge, and the process of presenting relevant tasks to consolidate learning skills.

This work, in chronological order, contains information about various approaches to the strategy of teaching English vocabulary that were the founders of today's strategies. It outlines the theoretical and practical foundations of vocabulary learning as well as the challenges associated with teaching English vocabulary. Methodologies that offer a chance to go around the difficulties both educators and pupils have when teaching and acquiring language are presented. It highlights the most successful techniques for teaching vocabulary, according to English teachers experiences in Transcarpathian secondary schools.

Nowadays, knowing English is a key factor in becoming successful. This means that English plays an important role in preparing people to become more versatile professionals. Moreover, it allows users to communicate with people around the world. Therefore, by learning English, one can have access to a great wealth of entertainment. These are the main reasons why pupils have to be more interested in learning English than ever before.

ВИСНОВКИ

Найважливішим аспектом під час вивчення іноземної мови є словниковий запас. Усі інші навички — читання, письмо, говоріння й аудіювання — будуються й базуються на словниковому запасі. Для того, щоб зробити висновки, ця робота продемонструвала кілька підходів до навчання лексики в минулому, а також їх переваги та недоліки. Робота висвітлила важливі фактори, які впливають на труднощі розуміння англійської лексики, запам'ятовування, вимови та письма.

Учителів і методистів давно цікавить підхід до викладання лексики англійської мови як іноземної, оскільки це має вирішальне значення як для знання лексики учнів, так і для розвитку їх мовленнєвих здібностей. Знайти стратегії вдосконалення методів викладання лексики, а також способу організації мовного контексту необхідно для отримання практичного знання мови. Було продемонстровано, що застосування методів/принципів викладання лексики належним чином забезпечує ефективний процес вивчення мови в аудиторіях.

Загальновідомо, що вивчення лексики є основою оволодіння мовою. Англійські слова відрізняються своїм написанням, вимовою та тлумаченням. Існує величезна кількість фразеологізмів, які користувачі цільової мови люблять практикувати. Вони перебувають у регулярних стосунках, і разом вони утворюють певну цілісність. Це зумовлює те, що навчання лексики займає важливе місце на кожному уроці іноземної мови, а формування лексичних навичок постійно перебуває у сфері діяльності вчителя.

Одним із найважливіших аспектів вивчення мови є якомога більше розширення словникового запасу. Це передбачає не лише механічне запам'ятовування, а й знання вживання слів і їхніх значень. Для того, щоб слово було легко розпізнано на слух, правильно написано, чітко й точно вимовлено, а також зрозуміло під час читання, навчання лексики має бути пов'язане з навчанням чотирьох мовних навичкам.

Вчителі повинні постійно пропонувати різні завдання та вправи, щоб підтримувати нові вивчені терміни, щоб учні краще розуміли матеріал, який їм викладають. З іншого боку, учні повинні часто повторювати нещодавно вивчені терміни, їх визначення, щоб вміли використовувати їх в різних контекстах.

Читання є важливою частиною вивчення словникового запасу, оскільки воно збільшує лексичні знання учнів і здатність будувати нові та цікаві речення. Під час читання учні більше звертають увагу на групи слів, ніж на окремі слова. Некоординоване навчання сприяє кращому запам'ятовуванню та глибшому мисленню. Щоб пригадувати нові слова

протягом тривалого періоду часу під час читання, учні беруть участь у когнітивних процесах, включаючи мислення та переосмислення.

Вчителі використовують різноманітні заходи для створення позитивного та конкурентного середовища під час уроків англійської мови. Процес викладання та навчання може отримати значну користь від використання ігор для розвитку словникового запасу. Основна мета словникових ігор полягає в тому, щоб ознайомити учнів із широким розмаїттям словникового запасу через ігрове навчання. Без будь-якої практики їм не потрібно докладати зусиль, щоб вивчити певні слова. Діти можуть з'ясувати широкий діапазон лексики протягом гри.

Вчителі англійської мови використовують новітні технології на додаток до традиційних методів для підвищення якості навчального процесу. Незважаючи на невелику кількість годин, які передбачені на навчання англійської мови, викладачі намагаються їх ефективно використовувати. Педагоги передають не тільки спеціальні знання, але й навички, необхідні для продовження самостійного навчання після школи. Навчання не зупиняється біля дверей класу. Учитель координує хід уроку, вибір методів навчання нової лексики, принципи перевірки вже набутих знань, процес постановки відповідних завдань для закріплення навчальних навичок.

Ця робота в хронологічному порядку містить інформацію про різні підходи до стратегії викладання англійської лексики, які були основоположниками сучасних стратегій. У ньому викладено теоретичні та практичні основи вивчення лексики, а також виклики, пов'язані з викладанням англійської лексики. Представлені методики, які дають можливість обійти труднощі, з якими стикаються викладачі та учні під час викладання та вивчення мови. У ній висвітлено найуспішніші прийоми навчання лексики за досвідом вчителів англійської мови на Закарпатті.

Сьогодні володіння англійською є ключовим фактором досягнення успіху. Це означає, що англійська мова відіграє важливу роль у підготовці людей, щоб стати більш універсальними професіоналами. Крім того, це дозволяє користувачам спілкуватися з людьми по всьому світу. Тому, вивчаючи англійську, можна отримати доступ до великої кількості розваг. Це основні причини, чому учні повинні бути зацікавлені у вивченні англійської мови як ніколи раніше.

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APPENDIX 1

What is involved in knowing a word ?

Aspect	Component	Receptive knowledge	Productive knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	Constraints on use (register, frequency...)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Source: Adopted from Nation (2001, p.27).

APPENDIX 2

Simple Vocabulary	Rich Vocabulary	Rich Vocabulary
"Think about what makes this text interesting."	"Consider what makes this text interesting."	"Reflect on what makes this text interesting."
"What problem does the character face?"	"What challenge does the character face?"	"What conflict does the character face?"
"I'm confused by what the author is saying."	"I'm puzzled by what the author is saying."	"I'm baffled by what the author is saying."
"Can you tell me more about that?"	"Can you expand on that?"	"Can you elaborate on that?"
"Explain your answer with information from the book."	"Support your answer with text evidence."	"Provide text evidence for your response."

APPENDIX 3
QUESTIONNAIRE

1.Age

2.Sex

3.How long have you been teaching English?

4.Do you claim your pupils to have vocabulary notebooks?

- It is important
- It is not important
- On their own initiative

5. Is it hard for pupils acquire vocabulary knowledge?

- Sometimes
- Always
- Usually

6. What are the main factors that caused the difficulties in teaching vocabulary?

- Lack of motivation
- Pupils laziness
- Lack of pupils confidence in learning English

7. Does school curriculum competent for English language teaching?

- Yes, it does
- No, it doesn't

8. The average number of English lesson per week 2-3. According to your opinion is it enough?

- Yes, it is
- No, it is not
- It should be more

9. Which method of teaching vocabulary do you prefer?

- Direct- The teacher explains new vocabulary using realia, visual aids or demonstrations.
- Indirect –The teacher emphasizes the understanding of the language rather than simply learning the words themselves.
- Direct and indirect

10. Selecting keywords help in better memorize new words.

- Yes, it is
- No, it is not
- It doesn't matter

11. How often do you check vocabulary knowledge level?

- On every lesson
- Once a week
- Once a month

12. Reading is an essential part of language acquiring. Do learners like to read?

- Yes, they do
- No, they don't
- It depends on the reading material

13. How do you support better memorizing new word during reading?

- Use a quick activity to reinforce each new word meaning
- Ask pupils to repeat the word after you have read it in the text.
- Challenge students to use new word
- Ask them to write down in their vocabulary notebooks.

14. Do you provide context sentences that emphasize word meaning to master new word?

- Often
- Sometimes
- Always
- When I have enough time

15. How often pupils read during the English lesson?

- On every lesson
- Not, on every lesson

16. Which types of reading techniques do you reinforce in class?

- Skimming-it means going through the text to grasp the main idea
- Scanning –it means quickly scuttles across sentences to get to a particular piece of information
- Simply reading aloud

17. Which types of activities pupils prefer?

- Reading
- Speaking
- Writing
- Listening

18. According to your experience which types of after reading activities pupils prefer?

- True or false-test for comprehension
- Finish sentences-pupils get half of a sentence from the text then complete it.
- Questions- pupils answer simple questions from events of the story.
- Sentence endings and beginnings-pupils must read and remember.

19. Vocabulary teaching does not exist without grammar

- True
- False

20. The use of technology help learners to improve their vocabulary knowledge.

- Rather yes
- Rather no

21. Nowadays, when everything is changing so rapidly English became essential. We can observe it everywhere: crossing the board, during travelling, purchasing some product, using modern gadgets, applying for university admission etc. Does it motivate pupils in learning English?

- Rather yes
- Rather no

NYILATKOZAT

Alulírott, Molnár Éva 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.

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